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SCHOLASTIC COACH

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VOLUME 18 • NUMBER 2 • OCTOBER

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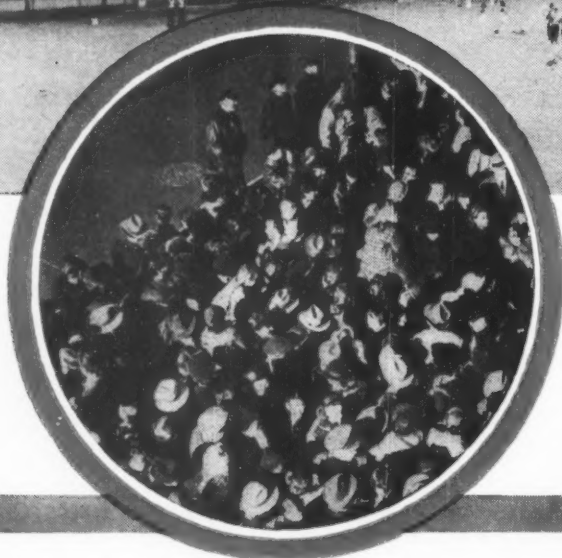
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Mr. Leahy and Miss America

OUR old friend, Frank Leahy, the Guru of Notre Dame, isn't the easiest coach in the world to worm any secrets from. So when we heard that *Sport Magazine* had finally broken him down, we invested two bits for the current issue and quickly flipped the pages to the Leahy lucubration.

There it was—*My Football Secrets* by Frank Leahy—"The principles that produce champions at Notre Dame." As near as we could make out, the secret precepts include:

1. Success is attained only through sacrifice.
 2. Be on time for practice.
 3. Strive for perfection.
 4. Set up high scholastic standards for the boys.
 5. The deepest, most lasting enjoyment comes to those who work the hardest.
 6. Make sure to have one or two comedians on the squad.
- Marvelous! Now all you need is a guy to kick the extra points.

WHEN we heard that Miss America was in town the other day, we pigeon-holed a couple of dissertations on the T and promptly went into motion toward her hotel.

Miss America, before the tape measures were applied to her torso, was just plain Bebe Shopp, fresh out of Hopkins (Minn.) High School. What particularly intrigued us was her claim that her beauty was due entirely to fresh air, sleep, and cereal for breakfast.

We introduced ourself to her as Mr. Ammunition Dumps of 1903, and got a smile worth at least 24 points in return. But when Miss America subsequently discovered our identity as a sportswriter, our interview went out the window.

Before we could get in a single question, she began ranting happily about how dear old Hopkins High nearly copped the Minnesota state basketball title last season!

"Bemidji was pretty lucky to nose us out," she snapped.

"Do you play any sports?" we feebly interpolated, looking helplessly into her limpid blue-green eyes.

"Wait till next year," she continued relentlessly. "Hopkins will show Bemidji a few things."

"Do you do any exercise at all?" we said, still in there punching.

"Hopkins has the best basketball coach in the state," Miss America answered.

Nineteen baskets and 12 free throws later we picked up our pencils and silently stole away.

IF you like whimsy served up British style, pip, pip, you'll get a big boot out of *The Theory and Practice of Gamesmanship or The Art of Winning Games Without Actually Cheating*.

This is a parody on sportsmanship written by Stephen Potter, an Englishman who insists he learned "gamesmanship" as late as 1931, and from another gamesman rather than on his daddy's knee.

Some of gamesman Potter's maxims include:

"If you can't volley, wear velvet socks . . . The good-looking young athlete, perfectly dressed, is made to feel a fool if his bad shot is returned by a man who looks as if he has never been on a tennis court before."

In golf, "Do not attempt to irritate partner by spending too long looking for your lost ball. This is unsporting. But the (good) gamesman makes a great and irritatingly prolonged parade of spending extra time looking for his opponent's ball."

This is only one "gambit" among others that include Luncheonship, Guestmanship, Advicemanship, and Clothesmanship. In addition, Mr. Potter has invented the following conversational "ploy" (gamesman for tactic) which he gives as an example of the "secondary hamper":

"Gamesman: 'I was fortunate

enough to meet your daughter on Sunday.'

"Layman: 'Yes, indeed—I know. She told me.'

"Gamesman: 'What wonderful hair—a real Titian.'

"Layman: 'Oh—no—that can't have been my daughter—that was Ethel Baird.'

"Gamesman: 'Really. But I thought I was talking to your—'

"Layman: 'You were, but that was earlier on.'

"Gamesman: 'Was it—but what was the colour of your daughter's hair?'

"Layman: 'Well — a sort of brown—'

"Gamesman: 'Of course. Of course. Of course.'"

CARRIED away by all the loving-kindness exhibited at the 1948 Olympic Games, we forgot, in our September editorial, to recount a perfectly lovely little vignette about Argentina's flyweight fighter, Pascual Perez.

When Pascual weighed in for his first match, the scale showed that he was an ounce or so over the limit. According to Olympic rules, a man may weigh in only once. He cannot get off the scales, go sweat off some lard, and return for another weigh-in. So Pascual stayed on the scales while his trainers went to work.

They gave him a haircut. The beam still refused to balance. They clipped his fingernails, then his toenails. No dice.

So they called for some paint brushes and swept invisible specks of dust from the scale. No go. In desperation they washed all the dirt from the bottom of his bare feet, then gave him a terrific massage. No soap—Pascual remained overweight.

Argentina's brain-trust gazed wildly at one another. Then one of them snapped his fingers and smiled.

"We protest the scales!" he said.

P.S. Pascual got to fight. Won the championship, too.

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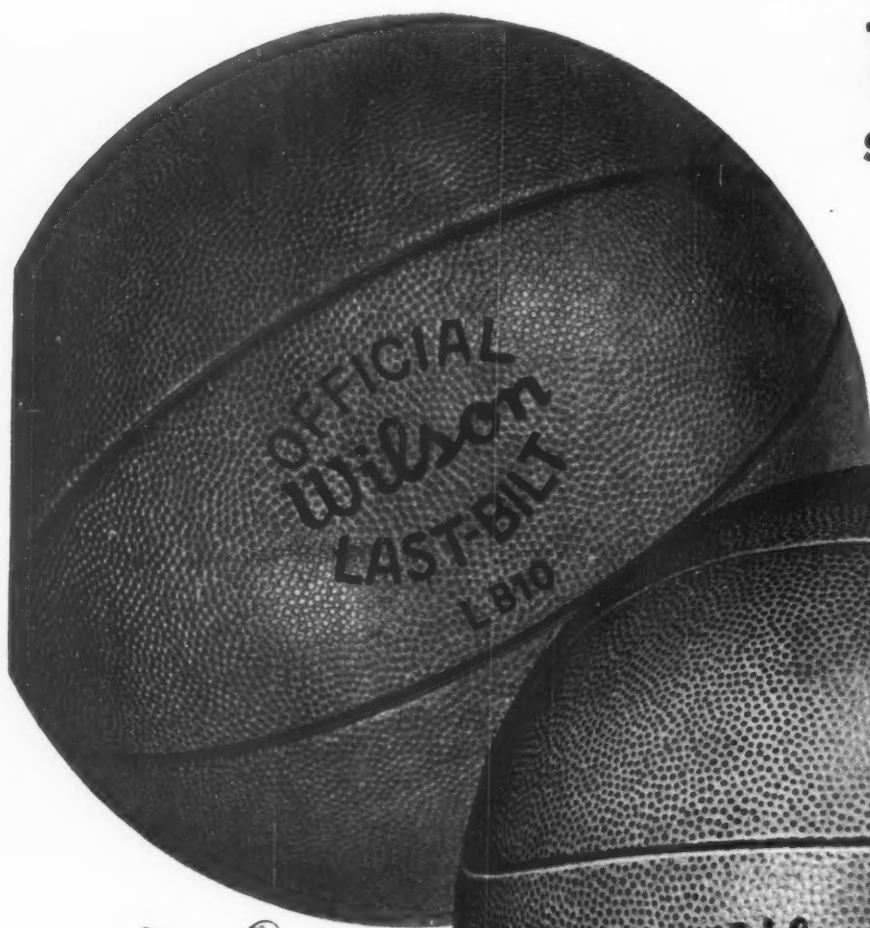
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Michigan State's Basic Stance

Michigan State's Line Play

By CLARENCE (Biggie) MUNN

Head Coach

ALL of you have heard coaches assert that "a lineman must fight," particularly on defense. "Fight" is supposed to be the principal ingredient of all line play. And up to a certain point, this is true. But on many occasions, particularly when playing against the T, a lineman can charge or fight himself right out of the play.

Before going into detail about this, I would like to say that there are two definite types of defensive line play—one that is used against a single wing, double wing and short punt; and another that is used against the T.

It should always be remembered, however, that the exact positioning of the lineman doesn't matter so much as what he does from where he is.

First I would like to discuss the defensive line play against the single wing. This may be broken down into three main components.

1. The lineman must get across the line low and hard. To do this, he must get off his mark quickly and he must always keep his eye on the ball. He should not indulge in any wrestling matches on the line of scrimmage. The important thing is to carry the fight to the opponent and to protect himself from chin to knees.

The lineman must protect his territory. By "territory" is meant the

space occupied by the two men in front of him. If he is forced to retreat, he should do so in the same direction he went in. If he gets across the line, he should be sure that he is in a good position to fight resistance from both sides.

3. Each man should play out the complete down. In my past 16 years of coaching, I have seen many games saved by some guard or tackle who, after carrying out his initial assignment, headed downfield to meet the ball-carrier at the crossroads either to make the tackle or run him out of bounds.

Against the T, the defensive lineman must get across the line. In other words, he must carry the fight to his opponent. But he should not fight so hard as to carry himself out of the play. A good rule to follow is to charge hard and then fight through "heads" or resistance.

If the man does not come through in good position to tackle, the ball-carrier is apt to drag him three or four yards. Our boys are taught to keep their feet free and, when blocked, to pivot out and get to the ball as fast as they can.

The lineman must protect his territory and not be pulled out of position by fakes or false dives. The off-side of the line should lay for the off-halfback or counter plays that come back through their territory.

Some coaches like to give certain players or groups of men definite responsibilities. For example, if the quarterback starts out at the end and the latter tackles him, it is an indication to the quarter to make his lateral to the halfback sooner. If the end goes for the halfback, the quarterback will keep the ball.

For this reason, some coaches make the end responsible for the inside and make the halfback responsible for the outside. A good defensive man will always be near the ball, and every player must make himself responsible for the tackle.

Offensive line play also is divided into two main categories—single wing and T. The single wing has its double teaming, high and low blocking, or lead-post blocking; while the T has its screen or brush block.

But both formations have several blocks in common—check block, trap block, cross block, and, of course, the downfield block.

A good offensive lineman must have a good stance, one with his head and eyes up and which enables him to move fast straight ahead or to pull and trap or lead block.

The offensive stance I use is probably a little higher than that employed by most coaches. My linemen keep their eyes straight ahead and keep the right leg back a bit more. This enables them to pull easier and also prevents them from tipping off the play when called upon to lead it.

It is very important when blocking to hit with the full breadth of the shoulder. In other words, the lineman should make sure to drive his headgear close in to the thigh or

(Continued on page 54)

SKIP MINISI PASSING

Penn's All-American of 1948, now a N. Y. Giant, is one of the greatest left-handed passers in the business, specializing in running and jump tosses. The camera here catches him flipping the ball directly from the tailback spot. He cross-steps with his right foot, steps back with his left, then hops back to a momentary pause, keeping the ball up in both hands and surveying the field. When ready to pass (fourth picture), he takes another hop forward into the passing pocket (not shown), then whips the ball forward in baseball-catcher style. The feet are kept parallel to the line of flight and the arm follows through.

THE success of any passing game is directly proportional to the quality of its three principal components: the passer, the receiver, and the protection.

The first consideration is the passer. He must be a boy with lots of poise and confidence, who can stand back there and pick out his receivers without being fazed by big, hard-charging rushers.

You can't make a passer out of the jitterbug-type kid—a kid who gets nervous after being thrown for a loss, who will throw the ball anywhere just to get rid of it.

The principal things a passer should keep in mind, in order of importance, are these: First, try to complete the pass. Second, if nobody is open, run with the ball. Third, if nobody is open and you can't find daylight for a run, pick out an empty spot and ground the ball without taking a loss or jeopardizing possession.

The important thing is not to get the ball intercepted.

To be a truly great passer, the boy must possess imagination—a keen sense of anticipation. He should sense when the receiver is about to break into the open and have the ball waiting for him when he looks up.

If the passer, while watching his receiver make his break, isn't smart enough to realize that the man is going to break loose in another step or two, why, he isn't a good passer. That is what I call anticipation. Until the boy acquires that knowl-

edge, he isn't going to be a good passer.

The ball is thrown with a free-arm movement very much in the manner of a baseball catcher whipping the ball to second base. Long passes should be thrown higher and softer than short throws, which must be delivered quite hard and without too much spin.

We don't care whether the boy puts his thumb or his fingers on the laces. That is optional. But we do want him to spread his forefinger away from the middle finger and let it lie loosely down the ball. The ball is gripped lightly with most of the pressure being applied by the thumb and the two middle fingers.

The ball rolls over the ends of the fingers on the release. The forefinger is the last member to leave the ball and is snapped directly at the receiver.

We want the boy to throw the ball with the nose slightly up—a very vital point. A nose-down delivery makes for a heavy ball and a tough one to catch. The more the boy grips the ball down toward the end, the more tendency he will have to keep the nose up on the release.

I like a boy to be well set when he throws. There are a lot of fellows who can throw on the jump or on the run, but they are the exceptions to the rule. We want our boy to be well set, to have his feet parallel to the throw (Diag. 1), and

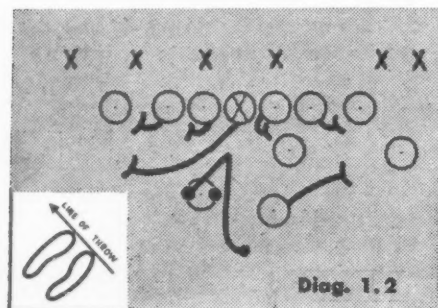
to release the ball with a good follow through.

We use the wingback formation of one sort or another, with the tailback doing most of the passing. When using the single wing (Diag. 2), we have the tailback slightly in advance of the fullback. He assumes a comfortable position with the feet well spread and the forearms resting on the thighs.

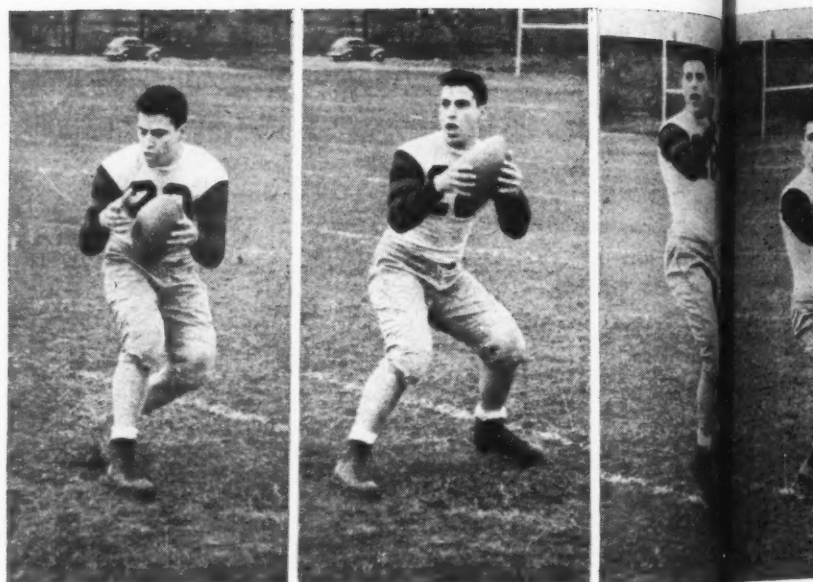
The ball is snapped back to his right knee. As he gathers it in, he steps toward the line of scrimmage with his left foot, then fades back about eight yards.

While the tailback is cross-stepping, the rushers for a moment don't know whether the play is going to be a run or a pass. The passer adds to the deception by carrying the ball up high and faking with eye and hand motions.

We teach him to keep the ball out, right off his chest, in a relaxed position at all times, so that he is ready to fire at the right moment



Diag. 1.2



T.C.U.'s Air Arm

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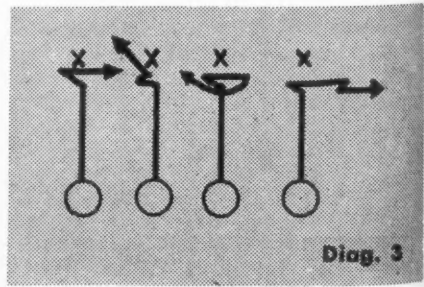
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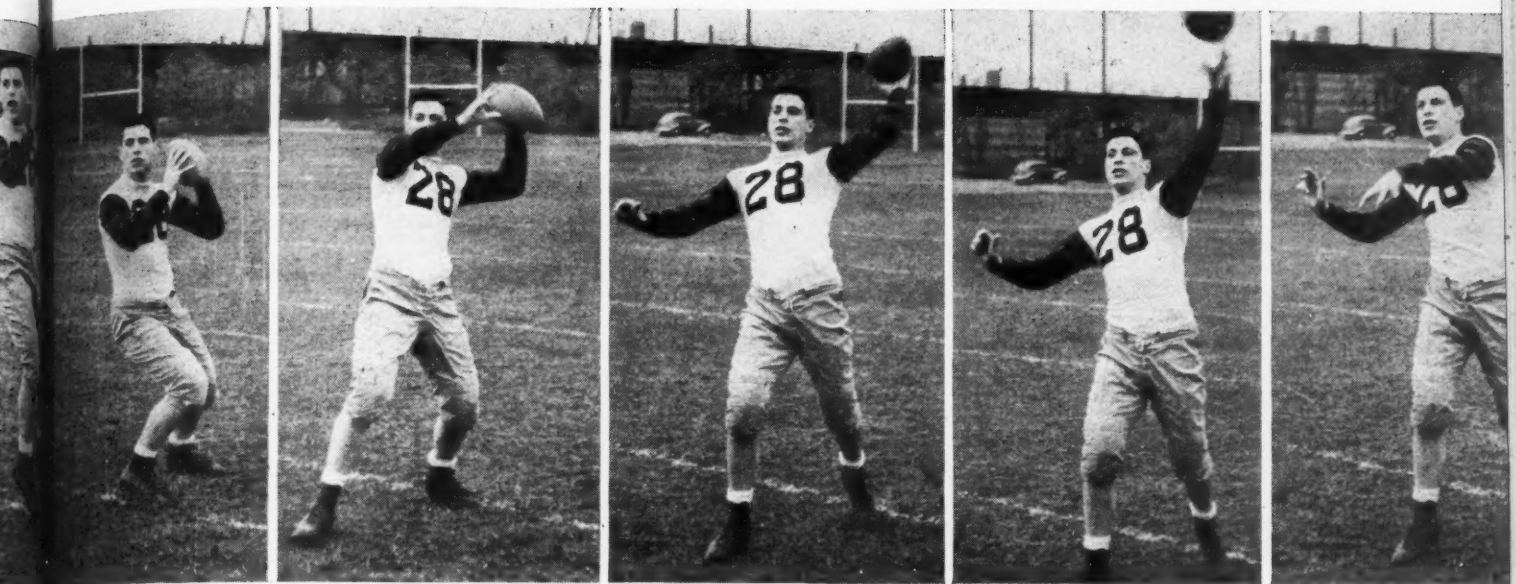
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A lot receiver open. W foxy and their me cies, the

We e



Diag. 3



By LEO (DUTCH) MEYER, Head Coach

while observing his field of play.

As a general rule, the passer should not fade back too far. When he retreats too deeply, he forces his blockers to come back too far before applying their blocks. Even on long passes, the thrower never goes back more than eight yards.

When he reaches the passing pocket, he does not wind up before throwing. He whips the ball right from the ear. Since he is taught to fade back with the ball held high, he is able to make the release with a minimum amount of waste effort.

The second component of the passing game is receiving. Don't let your boys run with their hands in their pockets—that is, with their hands down by their sides. It takes too much time to get them up for the pass. And when they do get them up, there is the ball and they're fighting it.

We teach our boys to run with the hands at the waistline and the elbows in tight. The hands are kept loose and relaxed and whenever one of our boys misses the ball, you will notice him give his hands a shake or two—wring them out, so to speak.

A lot of men merely teach their receivers to run like hell and get open. We try to teach them to be foxy and to be analysts. They study their men for individual idiosyncracies, then try to exploit them.

We equip our receivers with

many different types of escapes (**Diag. 3**). We use the fake and cut, buttonhook, comeback, etc., tying them together in a bewildering pattern.

We also teach our kids the correct way to catch a ball. If a man is adept at catching a ball any one particular way, for heaven's sake don't change him. You may spoil a good receiver. But if he is just a run-of-the-mill type of kid, try to teach him your particular style.

When running at right angles to the play, the receiver is expected to make the catch with the thumbs in. When running with the ball, he makes the catch with the little fingers in.

The average receiver has a tendency to take his eyes off the ball, so it will behoove you to give him strict instructions to follow the ball right into his hands before running with it.

The receiver, especially the end, must learn to get out. He can't be

held up. If he is having trouble getting out, he can move out a little and pull out his man, or he can first fake a block at him.

If an opponent gets a clean hold of him, the receiver may bring his forearm up quickly, break the hold and go. Or he may roll or pivot out of the men's clutches, as ball-carriers do when momentarily held up at the line.

The third element of a successful passing game is protection. There are innumerable ways to protect the passer. The main thing is to have a passing spot for each of your patterns, so that the rest of the team will always know where the passer is going to be. As long as the passer remains in that pocket, his teammates will never go off half-cocked.

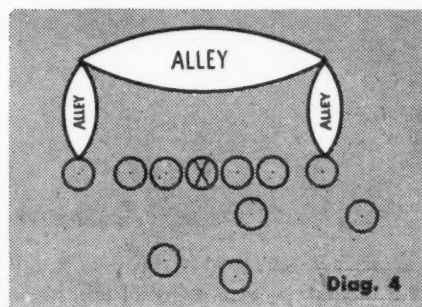
On a straight drop-back, we try to protect our passer in the manner shown in **Diag. 2**.

The defensive patterns in the line vary frequently and your boys must be smart. They should always know who is going to stay in the line and who is going to drop back.

When an opponent is playing head on, we usually like our boy to drop back slightly to the inside, giving the opponent only one way to go. We then like our boy to run him.

If the man is coming in, we teach our boy to drive him to the outside right by the passer, if possible—al-

(Concluded on page 60)



Georgia Tech's Passing Game

By FLOYD B. SCHWARTZWALDER

Head Coach, Muhlenberg College

AT THE well-attended Eastern Pennsylvania Coaches Association school last summer, Bobby Dodd of the Georgia Tech Orange Bowl champions divulged the chief components of his famous passing game.

At Georgia Tech, the fundamentals of the passing game get daily attention. First a receiver is set up 15 yards downfield, and the passer throws to him until both men are well warmed up. Then a defensive man is added to cover the receiver.

The latter now runs a few steps and cuts at right angles right or left. The passer is instructed to throw line drives, hard and waist high—nothing else. These tosses are difficult to intercept.

The receiver next takes a short run and button-hooks right or left, with the passer delivering the ball as before—hard and on a line.

For his next stunt, the receiver button-hooks then breaks right or left, stressing a one-step stop before the hook.

The defensive man now moves in front of the receiver who runs straight away or at a right or left diagonal. The ball is delivered with a high arc and a good lead. Dodd would rather have the passer overthrow than underthrow. He says: "The right type of pass for the different situations, as determined by the position of the defensive men, is the biggest factor in a passing attack."

Once the passer knows *what* to throw and *how* to throw it, the offense is ready to take shape. Ability is developed only through rigorous daily drill.

In the next drill, the receiver and the defensive man set up about a yard apart side by side. The passer throws anywhere close to the men and both scramble for the ball. This drill develops quick reactions, ability to judge a ball in flight, and a strong competitive urge, enabling the coach to spot his best ball players and position them accordingly.

Georgia Tech's favorite pass patterns from both the T and the single wing are outlined in the accompanying diagrams.

The T passes appear on the opposite page.

Diag. 1 (Right Flood): Throws three receivers against two defenders. For extra pressure on defense, either left end or fullback may become receiver after blocking end.

Diag. 2 (Middle Alley): Fullback fakes buck. Left half bumps defensive right end, then puts pressure on defensive half. Right end goes down 15 yards and runs in front of safety. Left end races down 12 yards and across.

Diag. 3 (Short Quickie): Line blocks sharply while halves flare out through defensive ends. Quarter fakes to full and tosses to either end, both of whom go down six to seven yards and hook inside fast.

Diag. 4 (Toss Out Fake Run): Quarter fakes to right half and tosses to left half, who fakes run up field with ball tight under arm. Left end runs through safety to freeze him, while

right end goes down 10 yards and cuts diagonally behind defensive half who must come up to defend against run.

Diag. 5 (Fake Dive): Left half goes in motion and runs at defensive half for block. Quarter fakes dive to right half, raises up, and hits right end who has gone down five yards and right angled out.

Diag. 6 (Fake Smash Off Tackle, Quarterback Bootleg): Left half goes in motion, then cuts down 10 yards and out. Right half turns in on defensive full, while fullback fakes off tackle smash. Quarter fakes to full, hides ball on hip, runs wide, stops, and tosses to left half.

Diag. 7 (Change of Direction, Fake Run): Left half takes five steps laterally to left and hooks back. Full goes behind path of left half to take defensive right end. Quarter tosses to right half, then moves back for defensive left end with center, who has pulled. Right half hands ball back to left half, who starts deep reverse run, then stops and throws to right end who has broken outside after a short fake to inside.

Diag. 8 (Throw Back to Quarter): Fullback and right guard reinforce to outside. Quarter tosses ball to left half who takes two steps then drops off for depth. Quarter fakes block at end to slow him up and fool defense, then breaks outside and downfield. Left end goes down and over to pull defensive right half out of position. This controversial play beat Navy last year.

Georgia Tech, a T powerhouse, employs two types of blocks for pass protection:

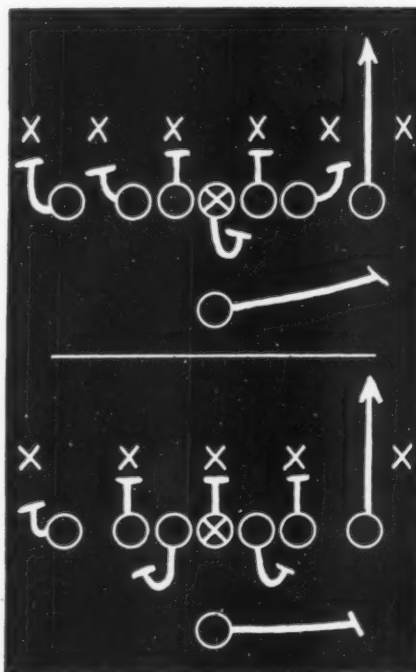
1. Aggressive, same as in running plays, for short passes and passes that look like runs.

2. Passive, with linemen dropping back slightly and waiting the defensive men out with a high containing block, for long passes.

Dodd has given up on four-man pass patterns inasmuch as they leave the offense vulnerable against rushing backers-up.

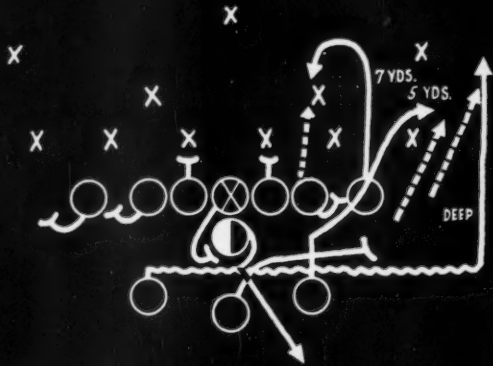
In Dodd's normal passive protection against a six-man line, the center drops off a yard and serves as a post. One end is kept in and the fullback blocks on the opposite

(Continued on page 30)

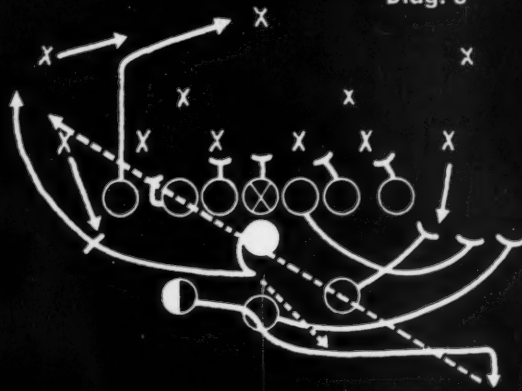


Pass Protection
Against 5- and 6-Man Lines

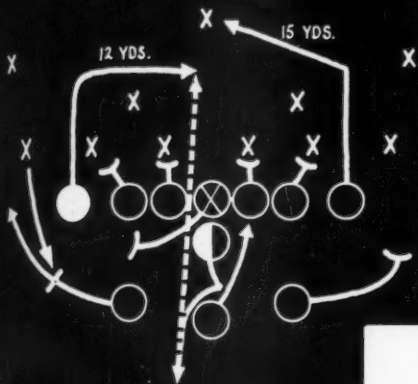
Diag. 1



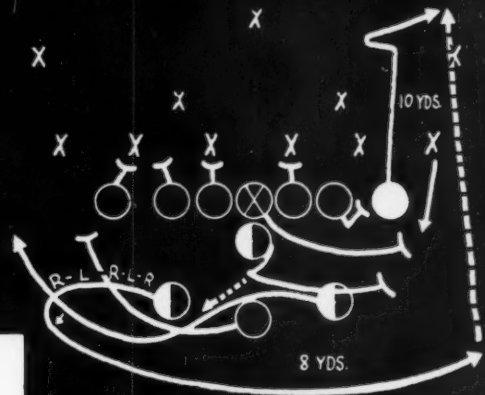
Diag. 8



Diag. 2

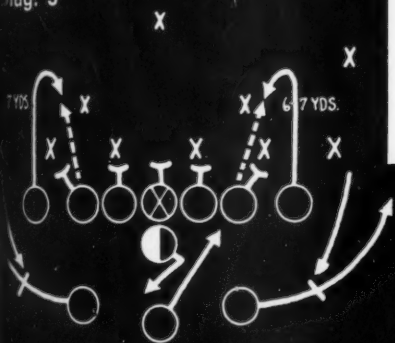


Diag. 7

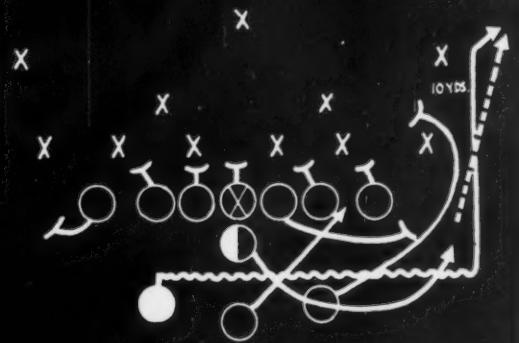


T PASSES

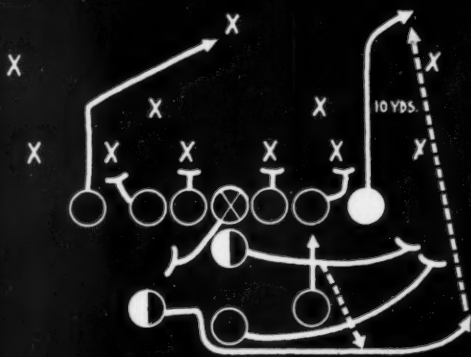
Diag. 3



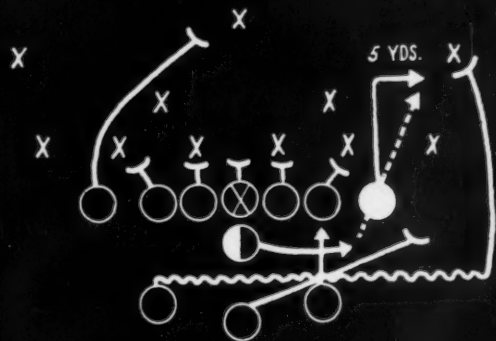
Diag. 6



Diag. 4



Diag. 5





By Johnnie Golden

This is the second of two articles on the kicking game by Johnnie Golden, former Philadelphia Eagle back now teaching at St. Ignace High in San Francisco.

The Controlled Punt

ALMOST any well-coordinated schoolboy can, with sufficient practice, learn to kick a football well enough to come within three or four yards of an intended target.

Such a kicker, when artistically utilized, comprises an offense in himself. His kicks may be planned to gain ground, to penetrate deep into enemy territory, and to pressure the opponents every time the ball must be surrendered to them.

Two natural drawbacks face the beginning punter. First is the fact that a football is vastly different from any other ball. It is not round. Rather it is an elongated spheroid, and must be handled and kicked much differently than a rounded object, exploiting every advantage of its peculiar shape.

Secondly, the punter does all his work on one leg. Hence, he must develop a different sort of balance than most other athletes.

In the kicker's favor, on the other hand, is the fact that the ball, when properly inflated and official in size and weight, always remains constant. The troubles stem from the human element—the kicker. The idea is to correct the errors until the kicker becomes as constant as the ball.

Some boys will require little or no coaching; they are the "naturals." Other boys will require a good deal of teaching. In this treatise on techniques, we will assume the pupil is right-footed.

If the ball is held and dropped differently each time, it will act differently every time it is kicked. To assure a uniform release, the

kicker must adopt a standard manner of holding the ball.

I have found that the best way to hold a ball is to place it in the right hand with the middle finger resting along the line of the bottom seam. Make certain that the hand is far enough forward and the fingers well enough spread to insure full control and balance of the entire ball.

If this isn't done, the ball is bound to topple forward and downward, resulting in a poor kick.

Generally the laces will be up. But this isn't too important as long as the bottom seam rests along the middle finger. This finger plays a vital role in the kick; the raising and lowering of this member gives the ball its height—high, medium, or low.

The left hand merely serves as a balancer and as a protector against unexpected body contact. This hand should be placed very lightly along the front left side of the ball.

The farther the left hand is extended, the harder it will be to release the ball. No pressure should come from this guiding hand or it will cause the ball to fall out of line on the release.

In releasing the hands from the ball, great care must be taken to see that the hands are gently pulled from under and shifted outward to the sides.

Too many players have a tendency to toss the ball or jerk it upon release. This places the ball too far from the natural kicking step and may also topple the ball one way or another.

In dropping the ball, the arms should not be fully extended. Just before the release, the hands, forearms, and elbows should form an almost perfect triangle, with the elbows and waistline comprising the base. The elbows should be slightly drawn in toward the waistline to prevent exposure to enemy chargers.

I make the boy drop the ball numerous times before allowing him to kick. If the ball is perfectly balanced and the hands are properly removed, the kicker should be able to see that the top seam of the ball remains in a direct line until it hits the ground. If the ball is dropped right, it should bounce backward toward the kicker.

BALANCE OF THE BODY

Body balance is the No. 1 fundamental and cannot be stressed enough. Keep in mind that the kicker is on one leg. You'll soon find that all boys have either a right or left "drift," and that they are naturally off-balance.

This drift produces slices and blocked punts. A right-footed kicker usually drifts his kicks to his right, while a left-footed boy drifts them to his left.

It is up to the coach to counter-balance this drift, since few boys realize that their balance is imperfect. I keep records of the boys' kicks and let them see for themselves how far off their natural course they are getting. I show them how an improper stance, which starts the kick, may cause disaster in the finished try.

A proper stance is essential for

proper balance, and it soon becomes clear to the boy that he must improve his stance to the point where he has perfect kicking balance. In short, the boy is encouraged to do his own improving.

Besides counterbalancing these drifts by corrections in stance, I also show the boy how important the eye is in maintaining balance and determining direction. This encourages him to keep his eye on the ball and on his kicking positions at the same time.

The next correction has to do with the non-kicking or balance foot. This foot gives direction to the ball.

Try it yourself and see. Go through a few kicks, making certain to hold the foot in the exact spot you planted it. You will be surprised at the number of times the ball will wind up on a direct line with the toe of your balance foot.

In the act of kicking, this foot should be pointed in the direction you wish the ball to go. It is a physical law that the kicking foot will seek a parallel position to the other foot at the finish of the kick. If the balance foot is aimed away from the kicking direction, natural forces will work against each other, and the result will be a bad pull.

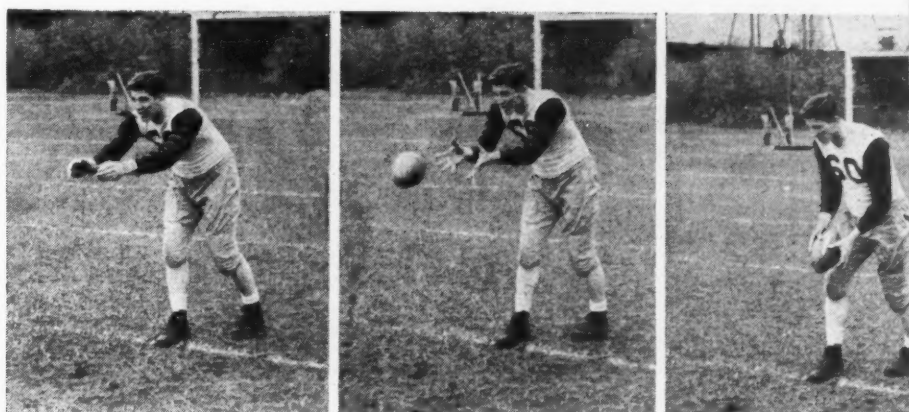
The second fact concerning the balance foot is that it should be solidly planted on the ground. Many boys feel they can get a longer punt by jumping off the ground. This is foolish; no one can control a kick while in the air.

For a perfect boot, the balance foot must have solid connection with the ground.

A good stunt to use with the beginner is to have him take a stance in which he feels most perfectly balanced. Then take hold of him and show how easily he might be swayed from one side to the other. He will

(Continued on page 56)

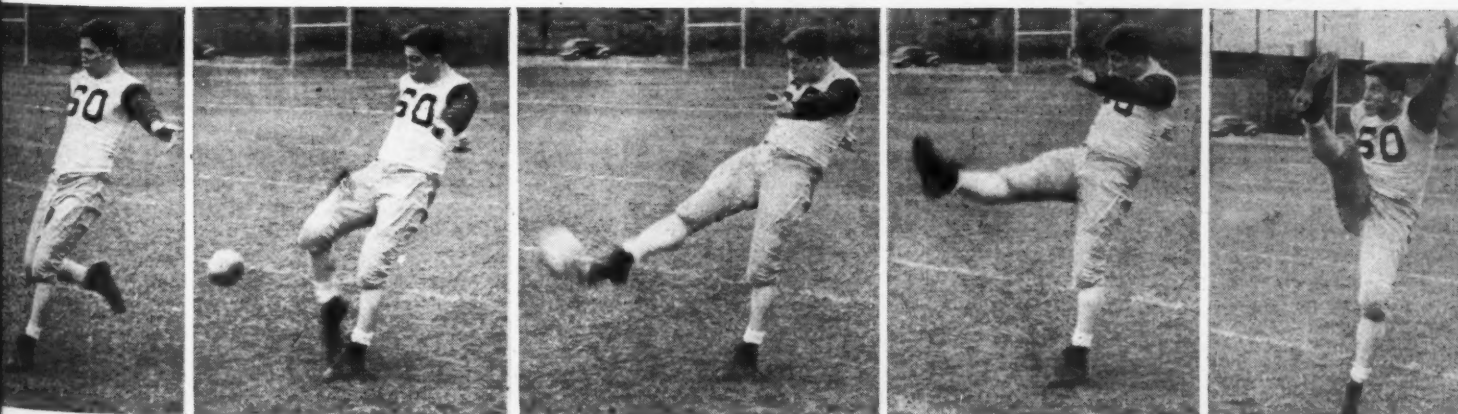
CHARLIE BEDNARIK, **Penn All-American,** **Booting One** **Strictly for Distance**



Bednarik awaits ball with kicking foot forward and hands outstretched about waist high. Upon receiving snap, he takes short step with right

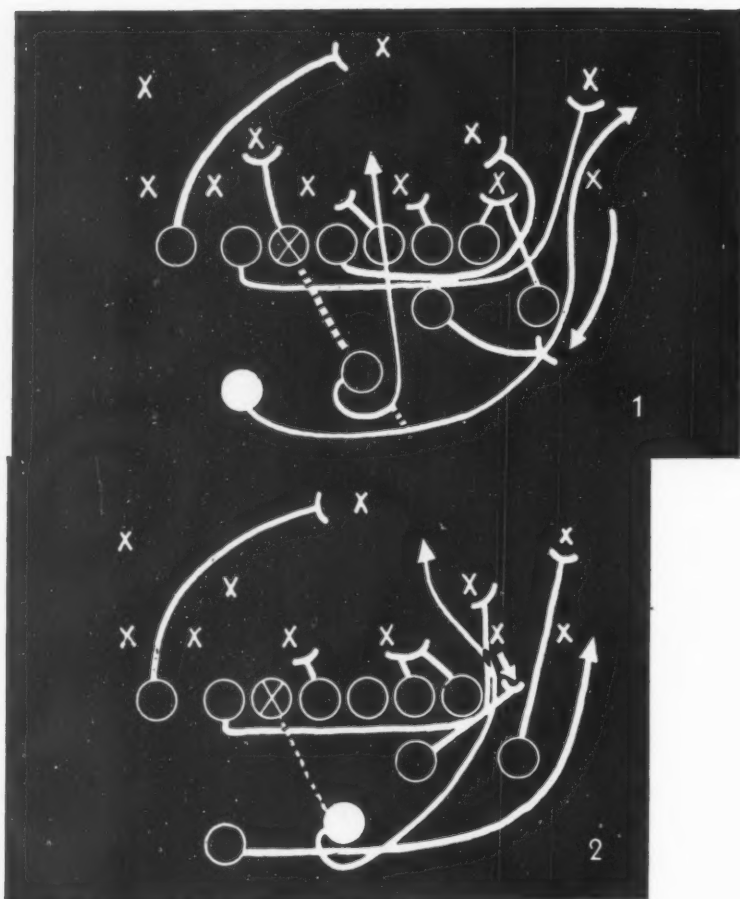


(kicking) foot, a full step with left foot, and then makes contact. Judging by extreme extension of arms, it is evident that Bednarik is going strictly for distance. He meets ball with a

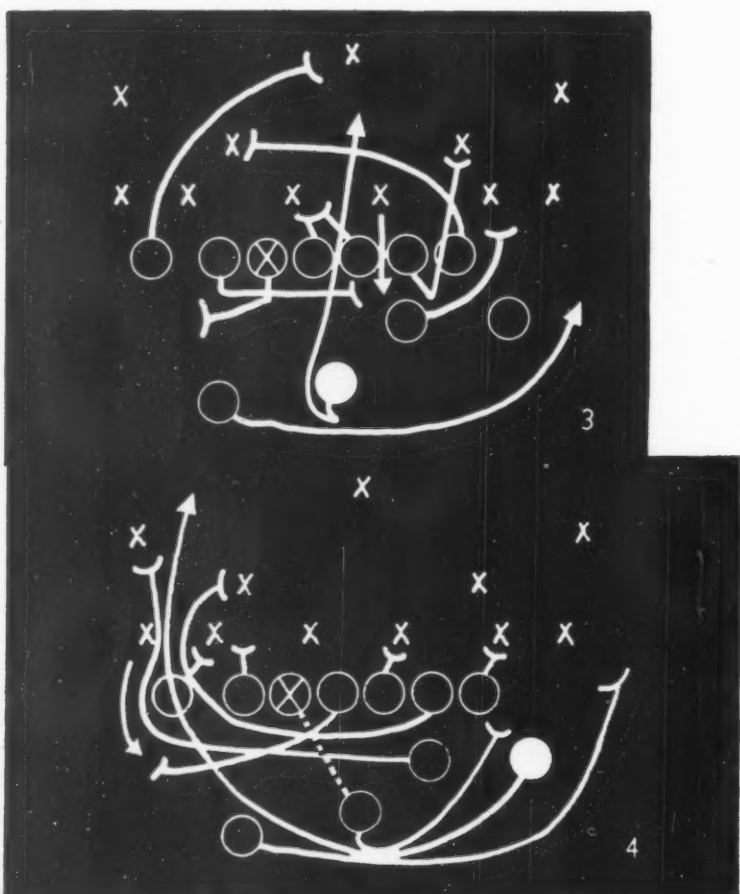


beautiful snap of kicking foot so that at impact (third picture) leg is stiff with knee locked and toe depressed. This

is ordinary step-and-a-half style of kick. Coach Golden advocates a kick more closely patterned after the Mills' school.



Penn State Football



OFFENSE

By BOB HIGGINS Head Coach

WHILE I have nothing against the T as an offensive formation, I do believe that the defense has caught up with it after a slow start. (State's methods of handling the T are diagrammed and described on the facing page.)

Penn State employs the single wing formation with an unbalanced line. We believe this formation is best suited to the material on hand. We do have a series of T plays, but we have never used them in a game.

The diagrams on this page outline a sequence of four basic plays from our unbalanced line single wing. The thing I like about this system is that it puts two blockers on the key defensive man at the hole.

The system depends on both power and deception and is extremely effective in throwing spinners and reverses at the weak side.

We like our ball-handler to use a quarter spin since it permits him to get a quicker start on keep plays. On these plays, the spinner does not fake a hand-off but keeps the ball close to his body.

The plays start alike and look alike and when run in sequential form offer a rather bewildering pattern to follow.

ALTHOUGH Penn State established the best defensive record in the land last season, we didn't come up with anything new. Some of the teams on our schedule just weren't up to par offensively. They had run against us before and I'm sure they will run against us again.

(Ed. Note: This is a masterpiece of overstatement. Nobody runs very freely against the Nittany Lions. Coach Higgins is too sound a defensive tactician.)

Like many other clubs, we change our defense from week to week. After studying the scout reports, we try to adjust our defense to meet the fortes of the opponents' offense.

One fundamental we particularly stress is that each player must take care of his own position. The boy is cautioned against rushing headlong to the aid of a teammate. That's just what the opponent wants.

Our defenses against the T, which we practice about as much as our offensive plays, are outlined in Diags. 1-6. As you may notice, we employ the 5 almost exclusively

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DEFENSE

Head Coach, Penn. St.

against the T, whether it is a split T or a close T.

The tackles line up straight on the offensive tackles; the ends deploy about a yard outside the offensive ends; and the guard plays on the opposing center's nose. The other guard assumes the role of the middle backer-up.

The two outside backers set up straight away from the offensive ends and vary from two to five yards in depth, depending on whether we expect a running play or a pass.

The ends are cautioned against being clamped by the offensive ends. This absolutely must not happen, although sometimes it does.

On a signal, we can go into the defense shown in **Diag. 1**. The guard and back-guard look for the "goose." The left end hits close and the full-back moves to his right a yard or so. The left tackle hits and looks for the quickie or for a counter.

On another signal, this defense is worked to the left, with each man reversing his assignment.

Another variation is outlined in **Diag. 2**. This has proved very effective. It may look weak against passes, but the looping men often get to a passer very quickly. This defense has also worked effectively against the quick hand-off. The ends often run right into it.

Diag. 3 offers another T defense. Here again the enemy passer will have trouble if the crashing fullback and center go in hard.

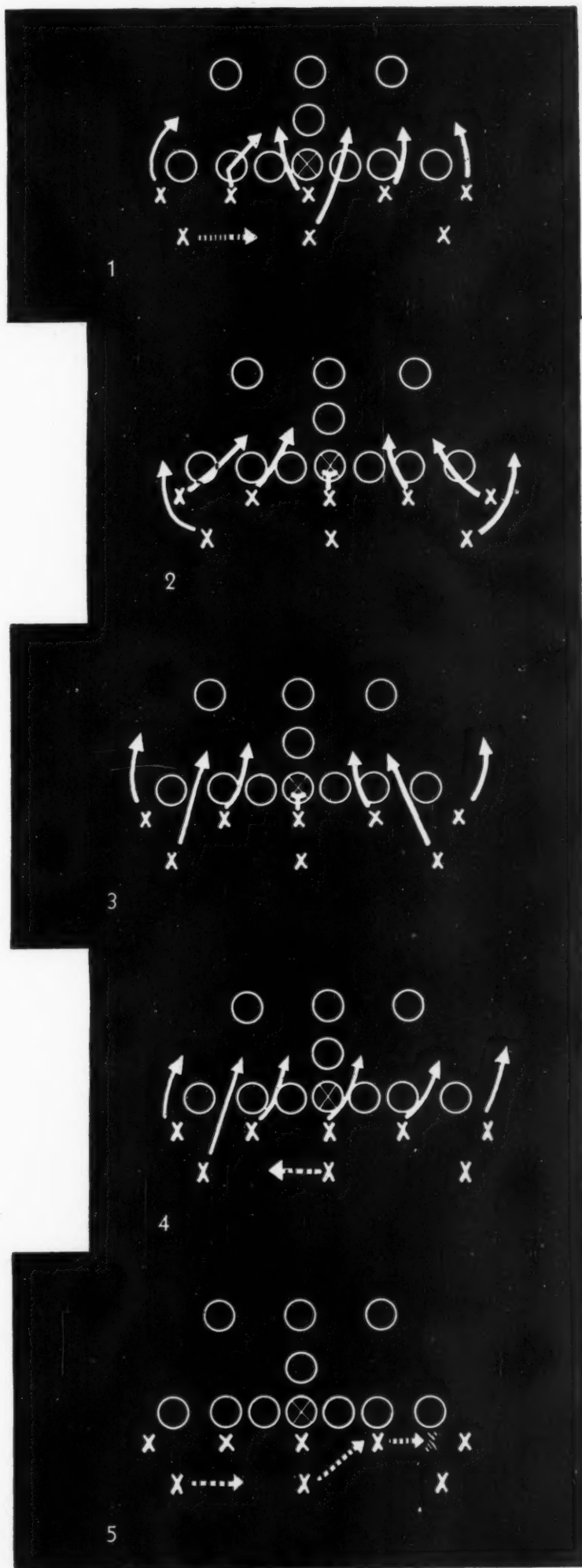
In **Diag. 4**, the five linemen loop, and the offside backer crashes. The back-guard moves over to put us into a pretty regular 6-2-2-1. This defense is run both to the right and left.

When the opponents put a man in motion, we sometimes will react as shown in **Diag. 5**, which puts us into an overshifted 6-2-2-1.

We are also experimenting with a four-man line, as shown in **Diag. 6**. Each group of four calls its own signal. While several variations are possible, we insist on one thing. No matter what signal is called, each group must send one man toward the middle. Otherwise we could be caught by a "gose" play.

Against the single wing, we use various defenses, including the ele-

(Continued on page 49)



GOAL KEEPING involves a lot more than merely standing between the uprights and waiting for the play to come to you. A good goalie is a Gibraltar on defense and an espionage agent on offense. From his vantage ground in front of the net, he studies the opponents carefully and directs his team's attack to the weaknesses.

So pick your goalie with care. Don't stick *anybody* in the net. Look for a boy with sufficient height, say between 5-7 and 6 feet, who possesses plenty of nerve and agility, and who will remain cool under pressure.

He should also be robust to take the knocks which will come his way, and must be sure of himself in whatever he undertakes, such as going out for a ball, jumping to fist a ball, stopping a ball, or in clearing the goal.

The average American boy, having played football, basketball and baseball, doesn't have to be taught how to catch a ball. But he must be taught the knack of using his body to stop the shot and of gripping the ball for a quick replay.

When stopping a shot coming in between the knee and shoulder, he must use both arms in conjunction with the chest or stomach. For low shots, he should be taught to close his legs and drop to one or both knees in order to keep his body in front of the ball.

Exceedingly essential is the positional deployment for the different types of attacking plays. I have successfully employed this system:

From *King of the Olympics*, United Artists.

Net Results

By PETE RENZULLI

When an outside player has control of the ball and is coming down his line toward my goal, I back toward the upright opposite the side on which the play is being made. The nearer the outside comes toward the goal line, the closer I back to the post, meanwhile facing the player.

If the opponent comes in toward the goal, I advance toward the upright nearer him and come out about a yard to shorten the angle from which he will have to shoot, always keeping in mind that the player may pass to one of his teammates coming in from the other side.

It is obvious, therefore, that it is necessary to watch not only the man on the ball but also the attackers on the opposite side.

The correct position to assume on a corner kick is at the upright farthest from the kick, so that the entire play lies before or in front.

The goalie must watch the kicker

and try to anticipate his boot. If the ball comes from the opposing left wing and the kicker stands in back of the goal before kicking, the probability is that he will try to hook the ball into the net and not play it to his teammates for a head or kick into the goal. The reverse is true if the kick comes from the right wing.

The goalie should also watch which foot is used to kick with, so that the nature of the boot may be anticipated.

If the kick is close to the goal, the goalie should not wait for the ball to be headed but should jump up and fist it out of danger.

He should see that the defensive halfback closest to the kick places himself midway between the ball and the upright in position to stop a mis-kick which might roll along the ground.

The goalie should never treat a corner kick lightly; these kicks are always dangerous. An alert goalie will often save a score by closely watching the ball and, as soon as it has been touched by an opponent (after the kick), call the referee's attention to an off-side position of one or more of the attackers.

The free shot for a foul in the penalty areas is one of the toughest to stop, especially when you remember that the opponent's best kicker will do the booting.

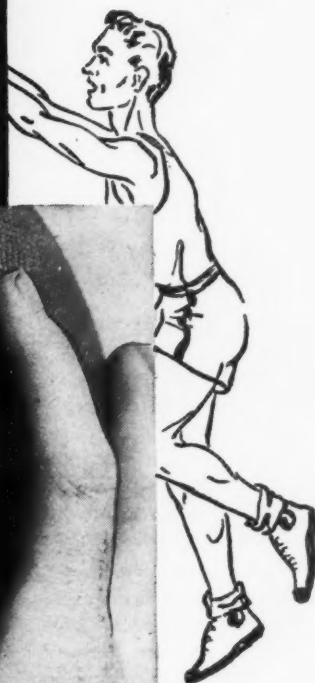
A smart goalie will immediately determine the kicking foot, since the shot usually is aimed at the corner opposite the foot used. That is, if the kick is taken with the right foot, the probability is that the shot will

(Continued on page 18)

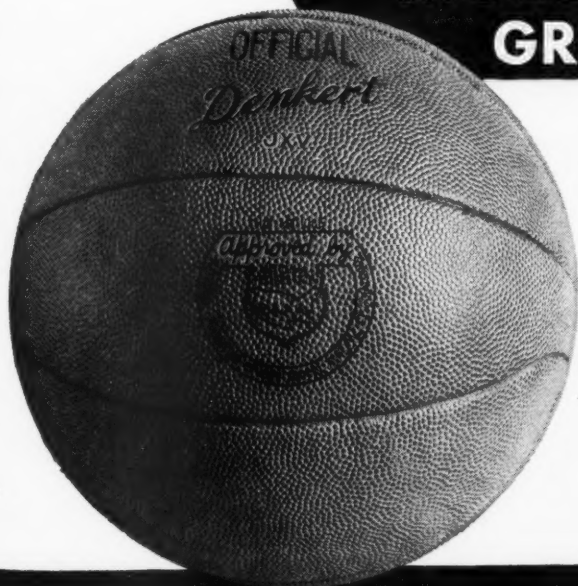




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go to the left of the goalkeeper.

The better net tenders stand just a bit away from the dead center of the goal, thereby inviting a shot into the larger opening. Simultaneous with the shot, they shift over to cover the larger hole.

All penalty shots stopped by the goalie must be cleared rapidly.

The goalie and his backs must have a thorough understanding between them. The slightest confusion as to who should attempt to clear will very likely result in a goal and make the goalie look very foolish.

When a goalie comes out to save a shot, it is necessary for the back on the side opposite the play to run immediately into the goal to cover up or correct a bad clearance on the part of the goalie.

On long shots, the goalie should call to his backs that he will take the ball.

All long shots should be handled exclusively by the goalie, who should make the call to his backs. It is much safer to let the goalie stop these kicks than to take a chance on a back making a mis-kick and either scoring a goal for the opponents or yielding a corner kick.

A goalie should never permit his backs to block his view of the play. He should talk to the backs constantly and advise them on their positions with respect to covering up each other and the goal.

It is particularly important for the goalie to have a clear view of a free kick made from outside the penalty area, as the best kicker on the opposing team will be selected to take the kick and the goalie will have to follow the ball very closely to prevent a score.

Bear in mind that any high ball within the six-yard area should always be taken by the goalie and that the backs should be advised of the play so that they will keep outside this area and not get in the way of the goalie.

KEEP GOAL MOUTH CLEAR

It is also dangerous for the backs to move into the goal mouth on a play of this sort. Being intent on the ball and having their backs to the goal, they cannot know that the goalie is coming up behind them unless they are warned and given to understand that the goalie will take the play and that they should cover up.

When the play shifts to the opponents' half of the field, the goalie should not stand still. He should jiggle across the goal mouth moving his hands and feet to keep prepared for any swift sortie. He should al-

ways know the location of both the ball and the opposing forward line.

When stopping a shot, it is not only necessary to concentrate on the ball but to keep an eye on the incoming forwards as well. After a few shots, the goalie will learn which of the opponents follow up the ball closely.

It is also necessary for the goalie to know the position of his own players and which of them is open, so that after the stop he can throw the ball to the open man or kick to a wing.

The goalie's kicks should always be rather low—not on the ground, of course—but not much more than 35 or 40 feet in the air. A kick of this sort will not give the opposition much time to get under them and will make heading more difficult.

GOAL KICKS

On goal kicks, the ball should always be directed to either of the outside men, never up the middle. The halfbacks usually watch the opposing inside men and if one of the latter cuts over to the touch line for the kick, he probably will be forced to head the ball, with consequent lack of control.

If the opponent misses the head, the ball will fall in position for your wing man to take up the field. Should both players miss, the ball will probably wind up as a throw in. Thus, by placing the ball to the outside rather than down the middle, you have gained about half the length of the field.

If a goal kick is directed down the middle, it will come right back to the goalie via one of the attacking half backs. A picture of the relative positioning of the men may clarify the situation.

Your center forward will be up the middle being watched by the opposing center half; while your two inside men will be between your half backs and the opposing half backs, being watched by the opposing wing half backs.

It can thus be seen that the reasonable play is to the outside men. Should the opposing half backs cover the outside men, the kick should be to the inside.

Another important function of the goalie is to watch the opposing half backs and full backs for weaknesses. A careful study will always uncover a weakness.

It may be that the backs come up the field too far to enable them to cover up quickly should the play be reversed; or the backs may hang back too far to be of benefit to the

(Concluded on page 52)

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Football Posers



THE National Federation Football Committee has received many requests for rulings on peculiar situations. Following are a number of judgments on items of nationwide interest:

Play: Scrimmage kick comes down on R's 5 and is muffed by both teams. Ball is finally forced across goal line by R-1 and goes out of bounds over end line.

Ruling: Ball becomes dead soon as it touches anything behind goal line and is a touchback. This is covered in last sentence of 6-2-8 and in last sentence of safety-touchback provision (8-5-1). First sentence of latter article, if taken alone, would cause this to be a safety. Second sentence should be considered correct. Entire article should be rewritten to be more specific and accurate.

Play: On page 51 of Rules Book and Play 12 (page 7) of Case Book, reference is made to a situation in which substitutes may illegally enter at expense of a time-out only. What are such cases?

Ruling: There are no such cases. This statement was placed in book at time when college group was insisting that a coach be permitted to make illegal substitutions without incurring loss of 5 yards. At last minute, after some of material had been set in type, we were authorized to eliminate the situation. Colleges are still playing under provision which permits certain illegal substitutions at expense of a time-out. There are no such cases in new code.

Play: Snap is from the 50. Runner A-1 advances to B's 40 where he fumbles and ball is recovered by B on their 35. During run, B-1 holds. Where is spot of enforcement and whose ball?

Ruling: Since this is a foul by defense during a run, spot of enforcement is spot of dead ball (B's 35). Since A was in possession at time of foul, it is A's ball after enforcement.

Play: At end of down with clock running, two players of A enter. It is then noticed that A-1 is injured. Since A has had four time-outs, it is a referee's time-out for replacing an injured player. After ball is ready for play before clock has started, two more substitutes of A enter. Are all these legal entries?

Ruling: Yes. There might be some doubt about first two, but it would not be practical to send such substitutes out of game because an injury is discovered after they have entered. There is no doubt about last two substitutes. Two substitutes may always enter after ball is ready for play provided substitution is completed before snap.

Play: Is ruling for second play on page 39 of Rules Book correct?

Ruling: Yes. After incomplete illegal pass, down counts even if 5-yard penalty should be declined. Since ball is then awarded behind A's goal line, it is a safety, regardless of whether 5-yard penalty is assessed.

In former years, ball would have been taken to spot of snap and this would not have been a safety. This was partly due to fact that there was no coverage for a situation in which B might decline penalty for illegal pass. Current code provides coverage in last two sentences of Article 4 on page 35. This coverage makes it necessary to award ball at spot of pass regardless of whether penalty is accepted or declined. Hence, it is a safety.

Play: K-1 first touches a scrimmage-kick while it is on R's 20. R-1 recovers and advances to the 50 where he fumbles and K-2 recovers. During run by R-1, R clips on his 35.

Ruling: If K accepts penalty, it is R's ball with penalty enforced from spot of foul (since this is behind spot of dead ball). If K-2 declines penalty, then R may choose to take ball at spot of first touching.

This is one situation in which K is damned if he does and damned if he does not. Fortunately, this combination of circumstances will not occur very often and, anyway, K should have left the ball alone unless he was sure he could secure possession.

Play: Snap is from A's 20. Runner A-1 advances to his 25. While snap was in flight, B-1 holds. Is this enforced as foul during running play or as foul during loose ball play?

Ruling: Fortunately, it is almost impossible for holding to occur while snap is in flight. In these circumstances, B is allowed almost any use of hands since he is attempting to get at ball. Holding becomes a foul only when act is more than instantaneous. Consequently, such foul would occur after snap has ended. If this ends by snap being caught, foul is then a foul during a running play.

This is a weakness in new "free ball" rule. Real solution is to eliminate free ball situation. Until that may be done, Officials must stretch a point and assume that foul does not occur until after snap has ended.

Play: In Article 5 of Rule 10-3, there is reference to a "pass or kick." Since this article applies only to an illegal forward pass, should phrase "or kick" be omitted?

Ruling: Yes. The "kick" was included when a return-kick was supposed to be placed in same class with an illegal pass. At last minute, return-kick was ordered placed with loose ball plays.

—H. V. PORTER

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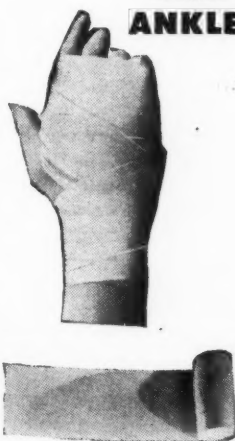
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Good Scouting

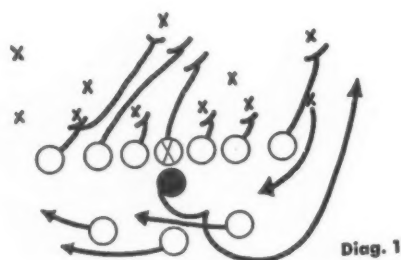
INTELLIGENT scouting is an integral part of modern football. The "spy" who can bring back a complete report on the enemy action is worth his weight in gold footballs.

Many a hard-fought contest has been won through the exploitation of a single piece of information imparted by an observant scout. Such tip-offs as a tackle dropping his head to one side on his charge or a quarterback leaning towards the side where the ball-carrier will run, can be exploited with telling effect.

Holy Cross's epic upset of powerhouse Boston College, 55-12, in 1942, was no accident. It was the handiwork of a keen and alert scout who learned the nature and type of football played by the B.C. linemen.

The hard-charging B.C. line was murdered with trap plays, and on defense Holy Cross adhered to the sensible principle of variation to stop B.C.'s power-laden T. The Crusaders utilized a variegated defense all afternoon, rather than a conventional 6-2-2-1 or 5-3-2-1.

This over-all picture, presented to the Holy Cross staff weeks in advance, gave them all the time they needed to plan the proper strategy.



The advantages of scientific scouting over mere chance or guesswork cannot be disregarded. Intercollegiate and high school football scouting has progressed to the point where an alert watchman can spell the difference between victory and defeat.

When Sid Luckman, the great T quarterback of the Bears, scored the winning touchdown (and his only one in the last five years) against the New York Giants in the 1946 National League title game, it was no hastily improvised stratagem.

Advance reports had shown that one of the Giants' rookie ends invariably charged very hard at a 45-degree angle and thereby left the outside flank wide open.

The Bears were quick to spot this weakness and pulled out of their vast repertoire of plays the one especially designed for the situation. At the strategic moment, Luckman called for a delayed play. He faked to the right half, put the ball on his hip, and bootlegged to the outside of the charging rookie end. He went all the way to pay dirt without a hand being laid on him. The play is outlined in **Diag. 1**.

Last year the writer was assigned by Rip Engle, Brown coach, to scout Yale. Watching the Elis week in and week out, I noticed that Levi Jackson, Yale's great scat-back, was used mostly as a decoy for Fred Nadherny because of a weak knee.

Against Wisconsin, Jackson broke out into the open and gained only 20 yards on a play that should have gone all the way. That was my tip-off. He could not cut sharply and elude the safety man. My charts (**Diag. 2**) showed that the bulk of the ball-carrying, at least 75%, was done by Nadherny.

Coach Engle, with this in mind, set up a terrific defense against Yale's smashes inside end (Nadherny's chief play), with the result that Brown upset a highly favored Eli eleven, 20-14. They stopped Nadherny, a great back, with vicious tackling and sound defensive play.

Concentrating on the wrong man or setting up a defense for plays that might never have been used, would have marred any hope for a Brown win. Honesty in scouting is elementary and fundamental, just as it is in any walk of life.

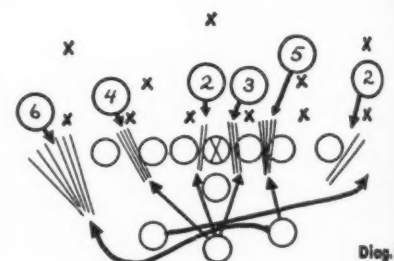
Experience has shown that a scout must possess three prerequisites in order to do a good job: (1) Observant eye, (2) accuracy, (3) keen football sense.

Observant Eye. Be alert at all times. Never be carried away by the roar and emotion of the crowd. I once sat in the press box at the Yale Bowl and saw scouts yelling with the fans, thus missing details on the field which their teams should have

known about in the weeks that followed.

Your job is to sit back, relax, and watch the performers—not to cheer. By keeping cool, you can pick up many give-aways inadvertently cast off by linemen and backs.

You work best only when at rest. An observant eye can gain a clear-cut perspective of the enemy in action, leaving the leisure moments between plays for valuable thinking.



Accuracy. No sentinel has a right to inform his coach of any detail that he isn't absolutely sure of. Do not guess. If you are not positive about the way a tackle or an end plays, say so.

The same holds true for all the other technical phases. Honesty is always the soundest policy. Include in your report only what you have seen—nothing else.

It's a good idea not to carry too much equipment. Two pencils and a pocket notebook are sufficient. During the course of the game, never take any notes. You may miss a vital play or incident.

Here is the system I follow—a system which gives the coach a clear-cut picture of the opponent's offense.

As shown in **Diag. 2**, I place the players' numbers in the circles delineating their formation. I then draw a small line toward each spot run through by the respective backs. Thus, at the end of the game, I can count the total number of plays run at each slot.

This enables the coach to determine the percentage of plays run through each hole and also indicate how heavily a quarterback leans to one man.

(Concluded on page 32)

AMAZING

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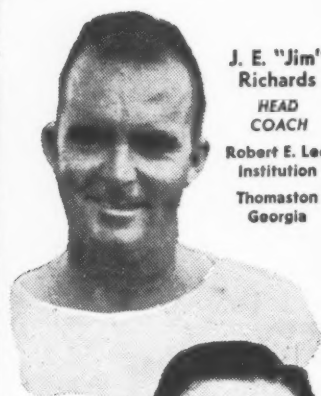
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Sportsmanship Code

By LYLE C. MARTIN

ONE of the prime problems facing coaches and administrators of high school basketball is the increasing deterioration of spectator sportsmanship.

It is definitely the school's responsibility to inculcate a spirit of fair play in its student body, and any untoward demonstrations at school games must be accepted as a symbol of failure on the part of the school.

We here at Claremont have attempted to meet the problem through the promulgation of a special Code of Bleacher Sportsmanship. We stress the idea that the cheering section has a functional role at basketball contests and that it may contribute its full share to the game by a controlled enthusiasm predicated on true sportsmanship.

Where most codes of behavior are couched in negative terms, our Code stresses the positive approach.

Cheering Section. Organized cheering brings the best results. Sit in your school's rooting section and represent your school.

Cooperation With Cheer Leaders. Take an active part in the game by cooperating with your song-and-cheer leaders. Know your songs and yells, and when called on, do your part by singing or yelling properly.

Programs. Game programs are printed to familiarize you with the names of the players. Keep them with you during the game and take them home as a souvenir.

Officials Enforce Rules. The players make the fouls—the officials merely recognize and call them. One school has this slogan: "We Don't Boo, Do You?" Remember this slogan and learn the basketball rules.

Foul Shots are a just reward to a player who has been fouled. Refrain from all noise making during the throw. If you don't, your team can be penalized, according to the rules, with additional free throws. Prevent your team from receiving more penalties.

Team Spirit. Help build up team spirit; do not tear it down. Don't judge and condemn your team if it loses, but praise it for the fight it put up.

Never Quit Cheering. Your team needs more support when behind in the score than it does when ahead. Never quit cheering because you are losing, or let your team quit.

Good Loser. When your team loses, don't sulk. Accept the unfav-

orable verdict fairly and honestly. Be proud of any team that does its best, win or lose. You may win next time.

Modest Winner. When your team wins, don't become overbearing. Accept the favorable verdict with true modesty. You may lose next time.

Be a Courteous Host. Treat the visiting team as a guest in your home. Be the perfect host by giving them the best seats and players' bench, and do not crowd the playing floor to interfere with the game. Remember to honor your opponents by giving them a cheer before the game and between the halves.

Be a Courteous Guest. When traveling to and from other schools, remember you are their guest. Act accordingly. Refrain from doing anything that would embarrass you, your team, or your school.

Safety First. When traveling to and from other schools, drive your car carefully and with common sense. Don't leave your sportsmanship in the gym. Ten seconds, ten minutes, or even ten hours saved by high speed can never compensate for one accident, one injury, or one life. Play the game. Safety First.

This code is dramatized for the students at an assembly program. We divide our Pep Club into two groups, and employ three scenes. One group, which we call the unorganized cheering section, does everything wrong in opposition to the Code; while the organized rooting section does everything right according to the Code.

The theme for the first scene is Unorganized Cheering Section vs. Organized Cheering Section. The second theme is Improper Conduct vs. Proper Conduct during a free throw. The last scene stresses the idea that the cheering section which quits rooting for its team when behind, can help lose the game; while the cheering section which never quits can help pull its team through to victory.

"Both as coach and official during the past 18 years, I have been interested in improving playing conditions for the athletes, officials and spectators. All are an integral part of any athletic contest and the sooner we realize this and take steps to control the situation, the better will be the results for all."—Lyle C. Martin, football and track coach, Claremont (Calif.) High School.

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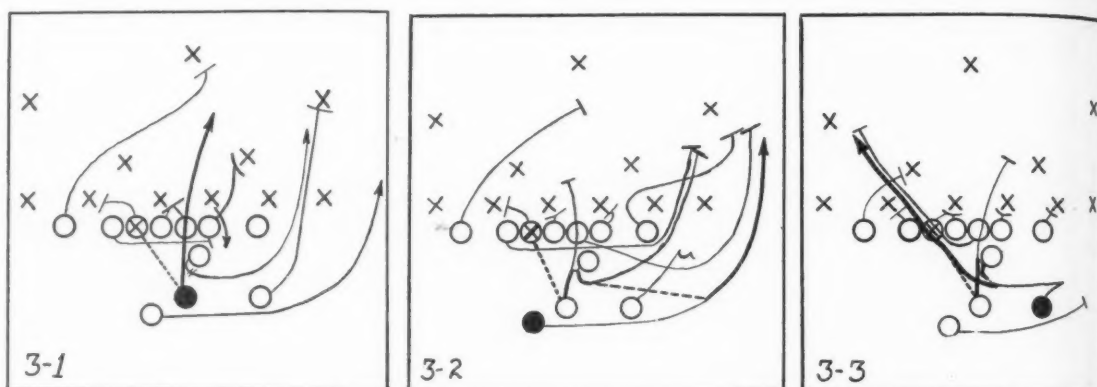
Famous Play Sequences

All the sequences on both this page and on page 28 are reprinted from the book, *New 1948 Football Plays*, prepared by the American (College) Football Coaches Association and published by the Wells Publishing Co. Over 100 of these plays appear in the text and are analyzed by the contributing coaches themselves. The book also

covers every position in the game and fundamentals, with each chapter being contributed by a famous coach. Coming in handy pocket size and selling for only 75¢, it makes a dandy little handbook for both coach and player. For further information, refer to the advertisement on page 66.

Bernie Bierman

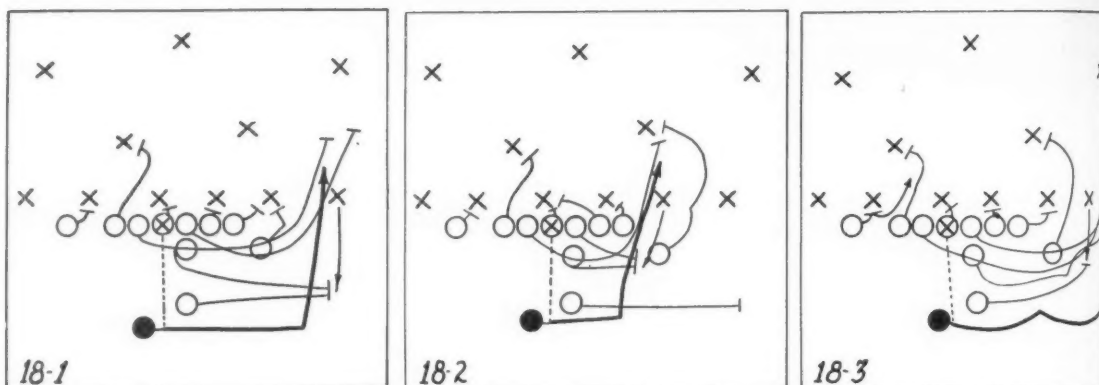
BUCK LATERAL



In No. 1, blocking back, on snap, makes quick jump to face full. Full fakes hand-off and drives over middle, while blocking back fakes lateral to tail and runs off-tackle. In No. 2, full back to blocking back who laterals to tail for sweep. In No. 3, wing fakes, then comes back

Bob Neyland

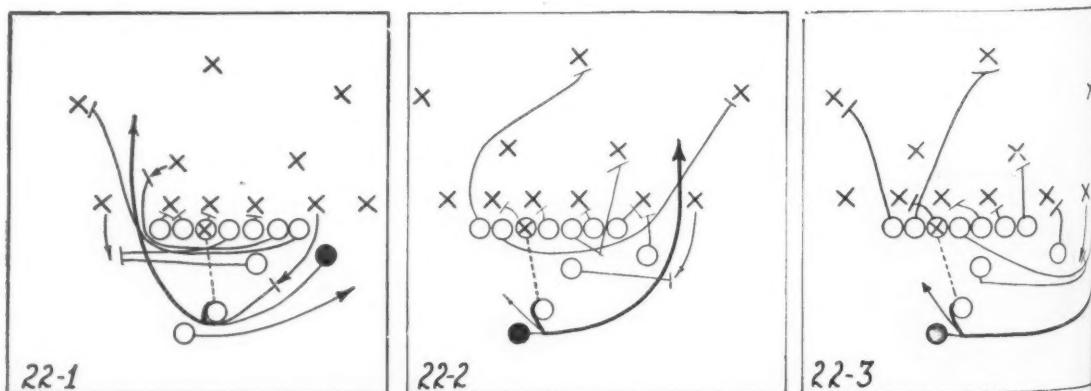
POWER RUNS



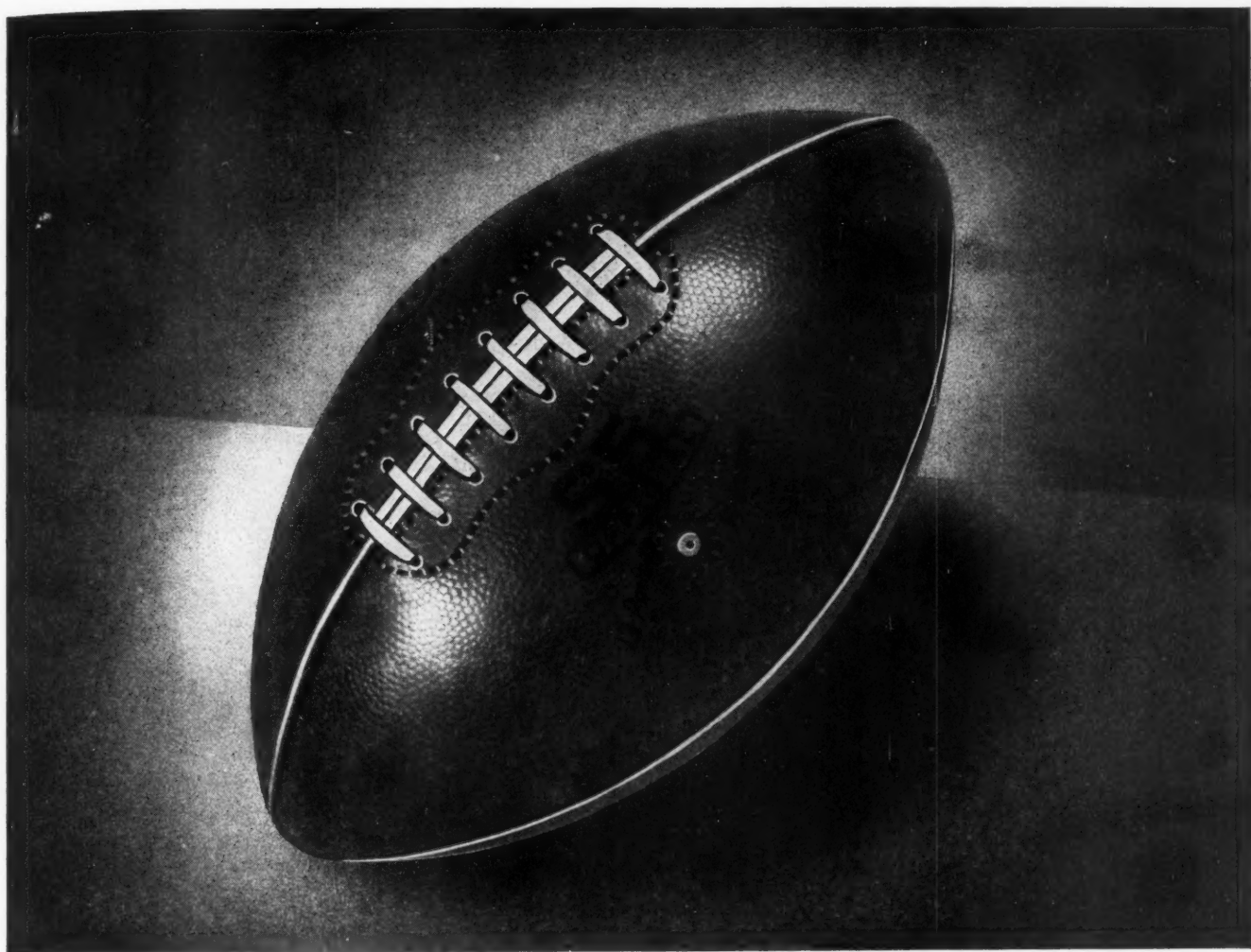
Play No. 1 is a power off-tackle drive with tailback running straight to right then turning off tackle. In No. 2, a short gainer, tail goes inside tackle. In No. 3, tail fakes off tackle and continues around end, led by blocking back and guards. Play is usually good for long gain

Wallace Wade

REVERSE SERIES



On basic play (No. 1), fullback spins, fakes to tail, continues spin into line, then hands ball to flank-back and blocks strong-side tackle. In off-tackle play (No. 2), fullback spins but hands to tail who goes off tackle. End run (No. 3) executed same way with tailback sweeping



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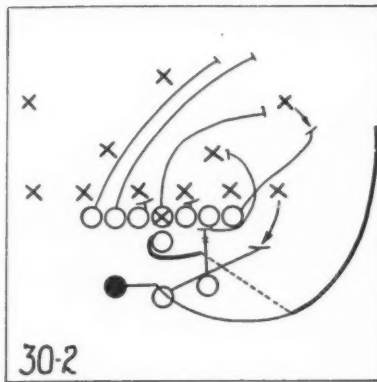
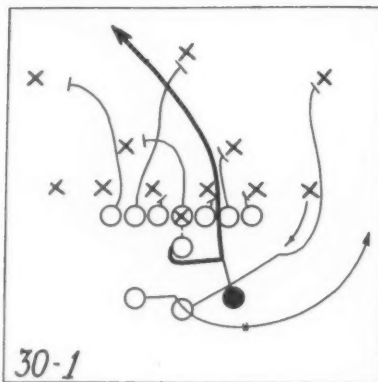
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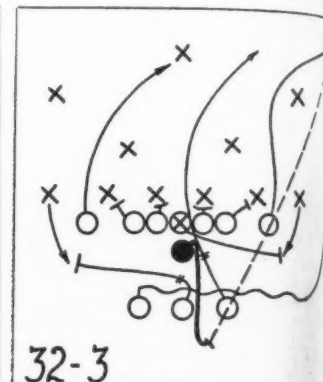
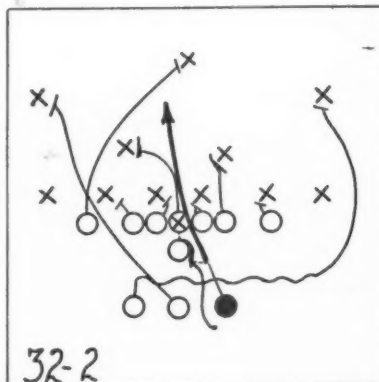
Wally Butts

INSIDE TACKLE



Quarter, in No. 1, reverse pivots and hands off to right half, then fakes lateral to left half. In No. 2, left half twists at hips as he runs to be

in position for lateral from quarter. Play No. 3 follows with same fake to right half and lateral to left half, who runs to his right



In first play, quarter reverse pivots, fakes to right half, and hands off to full. In No. 2, hand-off is to right half who plows through right

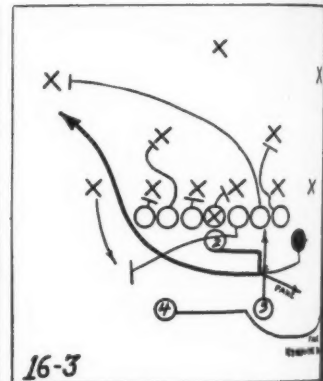
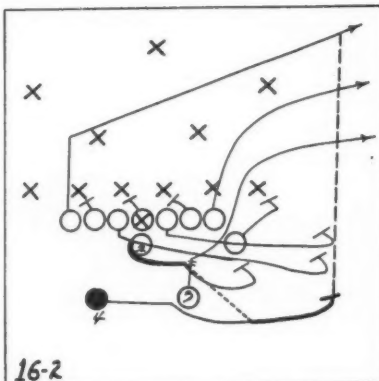
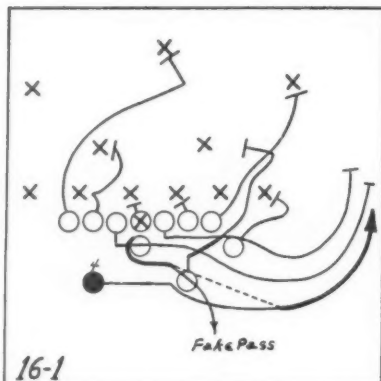
guard spot. In No. 3, quarter fakes to right half and full, and keeps ball. He steps back in passing position and tosses to free receiver.

Ray Eliot

REVERSE

Lou Little

WING T

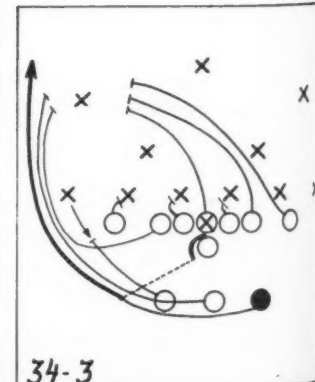
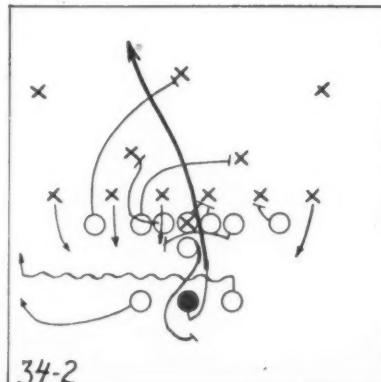
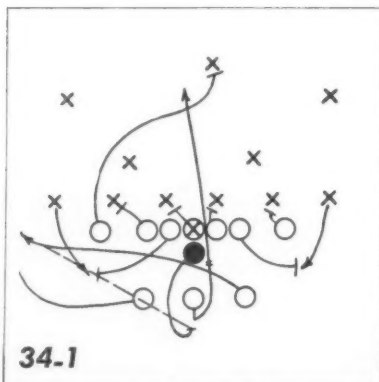


In No. 1, left half gets ball on quick pitch-out, pulls up (faking pass), then runs around end. In No. 2, quarter fakes to right half, and gives

to left half who runs to right flank, stops, and passes to open receiver. In No. 3, quarter reverse pivots, fakes to half, hands off to wing

Lynn Waldorf

FULLBACK TRAP



Full, in No. 1, takes one step back on snap. Quarter spins and fakes hand-off, then continues back for pass to left half. In No. 2, full

executes same maneuver but this time hand-off as quarter goes back and fakes to halves. In 3, quarter pitches to right

Reg. U. S.
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Georgia Tech's Passing Game

(Continued from page 10)

side. Since the Tech halfbacks are small, they are not asked to block on any pass.

Against a five-man line, the guards drop off a yard and post for the center and tackles.

The passer is seven yards back on straight normal passes and not more than four yards back on short or optional passes. Since the angle of the protective pocket is sharper on the short passes, the linemen tend to ride the defense more to the outside on these plays. On the long passes, the linemen must get in front of the defensive men to prevent penetration.

The pass patterns from the single wing may be found on this page.

Diag. 9 (Outside Optional Pass or Run): Fullback fakes buck over middle reaching for ball. Wingback fakes at defensive full then breaks to outside behind defensive left half. Left end runs through safety. Left half starts with crossover step inside of defensive tackle, swings to outside after third step. If defensive left half comes up, runner stops quickly and throws to wingback. If half stays back, runner keeps going. Ball-carrier can encourage defensive half to stay back by fingering laces and raising ball with right hand as if to pass.

Diag. 10 (Fake Reverse Deep Right Flood): Left half takes snap with crossover step up, fakes to full (who goes for defensive right end), then drops off fast into pocket. Left end runs through safety to freeze him, while right end races 10 yards towards defensive left half and button-hooks inside. Wingback goes outside 10 yards and breaks down fast. If defensive left half covers right end, wingback is wide open. Pass is thrown high with good lead.

Diag. 11 (Fake Off Tackle Jump): Quarter and full take defensive left end as on off tackle smash, with full sliding outside after contact. Tailback takes four steps and starts off tackle. As right foot hits on sixth step, he lifts up and throws to either end or to fullback outside. Ends hit soft spot five yards and hook inside.

Hints on offense:

1. Dodd has 12 pass patterns, most of which are run both right and left. Two patterns are based on running plays to freeze the defense. By a pre-arranged signal, one receiver's course can be changed in any pattern.

2. If the opponents are shifting their defense after you line up, run a quickie while your linemen are up with hands on knees.

3. Prepare five automatic plays for unusual defenses—two passes (short and deep), a quarterback

sneak, a peel-off quickie outside, and a trap over the middle.

4. Have one of your backs fake, one carry, one handle the ball, and one block on every T play.

5. Have all linemen block aggressively on running plays even away from the hole. This does not tip off the point under attack.

6. Teach shoulder and body blocks to the exclusion of fancy blocks.

In answer to the many requests for a detailed practice schedule, Coach Dodd offered a breakdown of the weekly regimen he follows once the season gets underway.

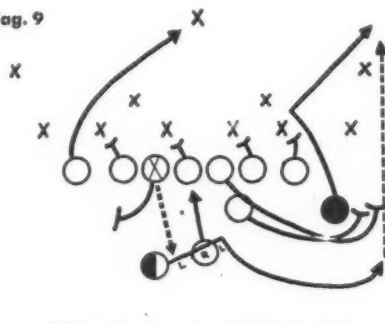
MONDAY

No pads, men loosen up. New plays, run at $\frac{3}{4}$ speed. 30 minutes touch tackle. Wind up with easy jogging.

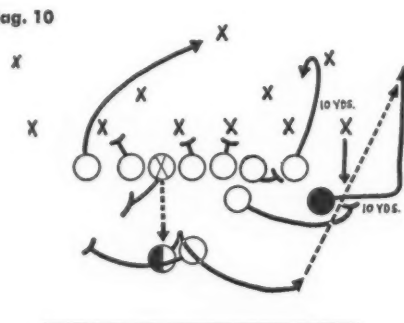
TUESDAY

2nd and 3rd teams scrimmage. 1st team watches opponents' plays run off by reserves. Loosen up and go through easy signal drill.

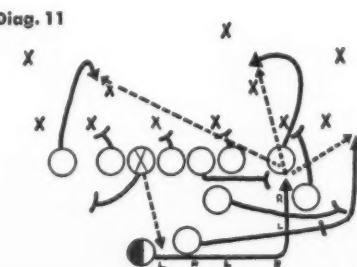
Diag. 9



Diag. 10



Diag. 11



At 7:00 go over pictures of previous games.

WEDNESDAY

All out early. Individual work. Blocking, tackling, pulling, passing and receiving, punting and receiving, ball-carrying, etc.

4:00—practice officially starts.

4:00-4:20—group work.

4:20-5:00—defensive dummy drill against coming opponents' offense. 1st team line, 2nd team backfield. 1st team backfield looks at enemy passes thrown by skeleton team. Just looks at first, later knocks them down. Offense must throw in required time. All defensive secondary must converge on ball when thrown; otherwise they take laps. 2nd team line takes blocking drill.

5:00-5:15—1st team backs and 2nd team line look at opponents' offense. 2nd team backs work on pass defense. 1st team line takes blocking drill.

5:15-5:30—1st team runs pass plays against scrub team, three passes out of four plays. 2nd and 3rd teams watch.

5:30-5:50—first three teams continue same drill against three scrub teams.

5:50-6:10—punting drill from behind goal or on opponents 35-yard line aiming for out of bounds.

THURSDAY

Pepper comes back. Work hard.

4:00-4:30—group work, stress defensive assignments of line. Stress pass offense and defense for backs, alternating ends on offense and defense.

4:30-5:45—1st and 2nd teams dummy scrimmage, then real scrimmage, never using 11 "live" men—6 linemen and 2 backers-up tackling and 3 passive secondary, or 6 passive linemen and 5 "live" backs. Work mostly from 20-yard line to goal.

5:45-6:00—extra point scrimmage, alternate teams rush with 8, 9 or 10 men. Scream at kicker to keep him conscious of concentrating on ball.

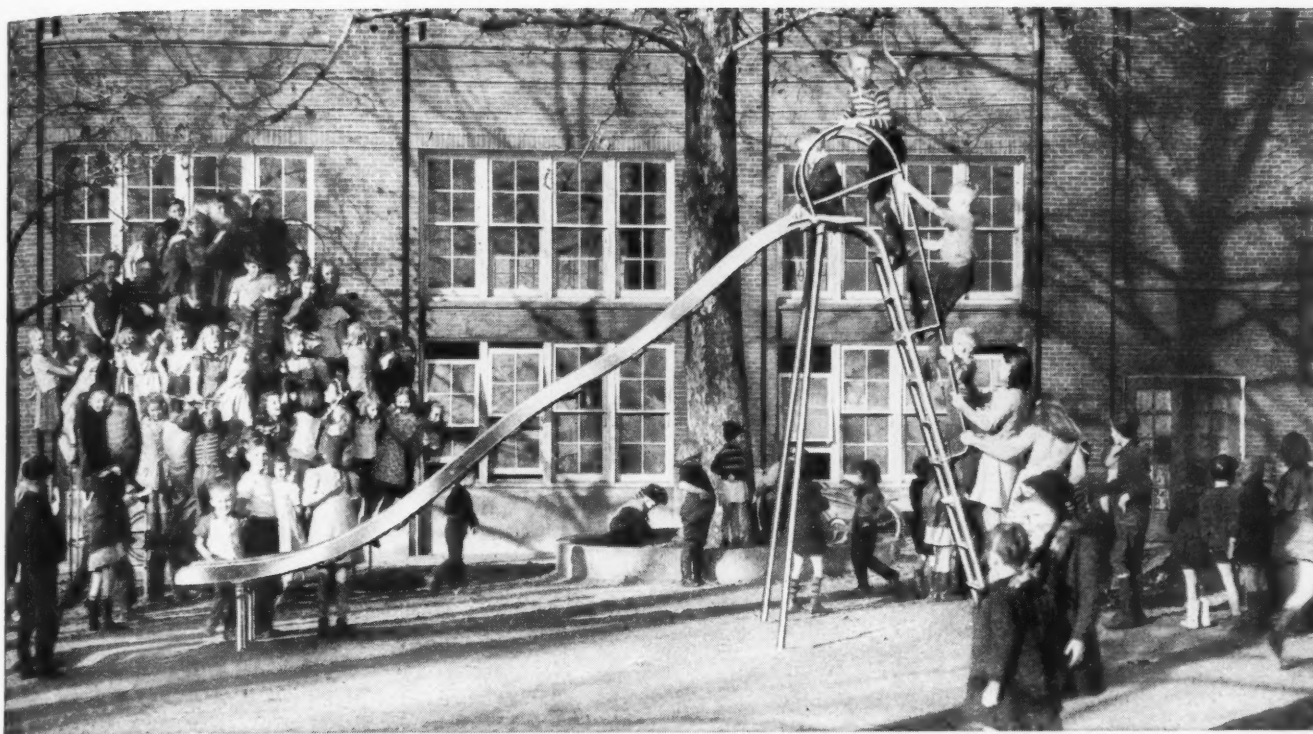
8:00-8:30—signal drill under lights, no pads, lots of running and passing.

FRIDAY

4:00-4:10—easy setting-up exercises.

4:10-4:40—dummy punting drill, 2 teams alternate kicking and receiving. Defensive team calls runback or attempted block, coach calls down so defense will rush proper number of men.

4:40-4:45—1st team against 3rd in dummy offense drill. Coach calls



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down and yardage to quarterback who calls play. As teams move closer to goal, coach sometimes give score and time remaining. 2nd team against scrubs in dummy defensive drill inside the 20-yard line. Coach goes over down and yardage, defensive center calls defense. Scrubs use enemy scoring plays.

4:45-5:10—reverse teams, 1st goes on defense and 2nd and 3rd alternate in running plays.

5:10-5:25—dummy kick-off and extra points.

5:25-5:40—linemen go to showers. Backs and first four ends watch scrubs throw enemy passes.

SATURDAY

11:30—eat.

1:40—dressed; coach talks five minutes, checks on defense and first play series.

1:45—take field, loosen up individually for five minutes. Three punters then kick to receivers, linemen trot down easily hitting ground and rolling over (10 minutes). Line coach goes over defenses with linemen who work on forearm shivers and blocking. Backs and ends work on running plays and passes, alternating drills (15 minutes).

2:15—off field. Stay in dressing room 5-10 minutes until 5 minutes before game time. Two teams run plays in signal drill for 5 minutes.

Next month: Bobby Dodd's pass defense and kicking game.

Although Floyd B. Schwartzwalder is a famous college head coach (Muhlenberg) in his own right, he remains an avid coaching school "student." His superb reports have been featured in *Scholastic Coach* for the past five years.

Elements of Scouting in Football

(Continued from page 22)

When you are certain of a team's offense (some colleges and schools stick to just one formation, making your job easier), print up at least 50 or 60 of these formations so that you may have them ready for instant use. In this way you can jot down a valuable play between downs and during time-outs.

Some of the more salient points to watch for are indicated in the chart on the right.

Obviously, the more a scout can observe, the better it is for the coach. But it isn't a wise idea to try to cover too much ground. A report which covers the major points in accurate detail is far more valuable than a larger, more bewildering report.

Keen football sense. Some assistants make poor scouts, just as some head coaches make poor assistants. The right man is needed for the right job.

The head coach should select a man who loves football, who knows the game, who can keep cool, and who is always keeping abreast of the times by attending coaching clinics and football games.

Only those men who can think quickly and who have an excellent memory can handle scouting assignments. A student of the game makes football his breakfast, dinner and supper.

An All-American lineman at Providence College and an All-League pro guard with the N. Y. Giants, Charlie Avedisian now coaches at Horace Mann School for Boys (N. Y.) and scouts for Brown U. on the side.

TEN MAJOR POINTS for SCHOOL SCOUTS

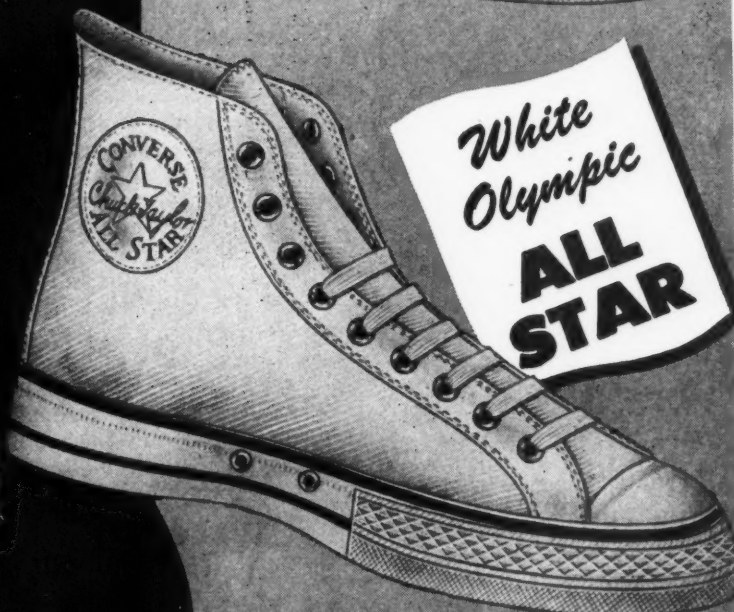
1. What are the opponents' basic offensive formations?
2. Who does the bulk of the ball-carrying?
3. Who is the best blocker?
4. Is the passer more successful with long throws or short throws?
5. Do they play conservatively or spectacularly? (Give details so that head coach can set up a sound defense.)
6. Where do they run most successfully—inside end or outside the flanks? (Most important offensive question scout must answer.)
7. What type of defense do they employ outside the 50-yard line and what type inside the 20?
8. Who is the best defensive lineman? Who is the weakest pass defender?
9. Do the tackles and guards float and follow plays or are they hard chargers?
10. Diagram the plays most commonly used on offense and indicate the player who carries out his job most successfully.

CONVERSE

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LOST Weekends



WHERE is the football coach who isn't haunted every season by the thought of losing stellar players during practice? How many times have you had a new play working with clock-like precision, only to lose the key man by injury on the last day of practice?

To the average serious-minded football coach, statistics dealing with injuries and fatalities make gruesome reading. He dreads injuries just as much as the parents and does everything in his power to prevent them.

That's why he resents—and rightfully—the unjust criticism often leveled his way whenever a boy is benched, or worse, by a practice injury.

Uninformed or unthinking parents assume that practice sessions are kid-glove affairs; that all accidents outside the regularly scheduled games are the fault of the coach.

Few people stop to figure out that, whereas a game takes less than an hour of playing time, practice sessions require from eight to twelve hours a week, much of which is spent scrimmaging against teammates who not only are familiar with every play but who are battling with everything they have to gain a berth on the first team.

Little quarter is asked or given in the average practice scrimmage, especially when it comes to blocking and tackling.

The practice-time injury problem merits the most serious consideration by trainers, coaches, and equipment designers and manufacturers. What can be done to reduce the number of "lost weekends" for football players? Clues may be found in two important committee reports.

The National Federation reveals that the greatest number of fatalities and major injuries occur among high school players. True, there are far more high school than college players. But the incidence of direct

football fatalities per 100,000 players has risen in the past two years.

This becomes particularly significant when you remember that many high schools do not provide top-grade equipment for all squad members (in some cases, for none at all) during practice sessions.

Far too many coaches permit second and third string players to use any piece of cast-off equipment they can tape, tie or wire together.

The report of the Committee on Injuries and Fatalities of the American Football Coaches Association offers the second clue. This report shows that defensive football is rapidly becoming more hazardous than offensive football.

Recent figures show that defensive players receive nearly three times as many injuries as offensive men. This ratio becomes much greater when the study is extended to include practice sessions, which tends to bear out the previous assumption that more emphasis should be placed on the defensive aspect of football equipment.

Two solutions present themselves. One offers something that can be done now . . . this season . . . today . . . to reduce practice accidents. And that is for the trainer, coach, or whoever is in charge of the equipment to forbid any boy from entering a scrimmage unless he is wearing adequate protective equipment, correctly fitted to his body.

Every boy engaging in a scrimmage deserves the same amount of protection that is afforded the star player on a Saturday afternoon when the bands are playing and the crowds are cheering.

Even if such protection necessitates the boys swapping equipment before entering the scrimmage, the coach can rest assured that his insistence upon safety will receive the backing of the parents, and may result possibly in pressure being put on the proper authorities to up the equipment budget so that more squad members can be pro-

(Continued on page 55)

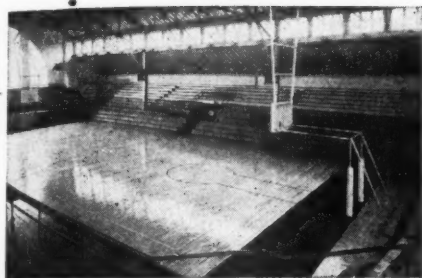


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Gym Seating Survey

By HAROLD R. SLEEPER

EXPENDITURES for seating in high school gymnasiums constitute the only revenue-producing investment in the school plant. This cost can legitimately be considered as self-liquidating within a short period of time.

The architect will certainly be a factor in determining gymnasium seating capacity, whether the full school gymnasium program is prepared before or after his selection. School authorities expect such questions answered by the architect.

Past experience, however, may not prove of sufficient value in a new situation. Architects must therefore take advantage of every available source of information so that when they report to the building committees they will present recommendations backed by facts.

With this in mind, the Gymnasium Seating Council has completed a nation-wide survey to show the seating capacity of existing high school gymnasiums and to indicate how this compares with the present demands.

This nation-wide inquiry was addressed to all of the 3,500 high school administrators listed in Part II, *Educational Directory 1944-5*, U. S. Office of Education.

Replies were received from about 45% of those sent. The very large percentage of replies indicates that the issue is of great interest to the schools and their administrators.

The tabulation includes all figures received except those from the 20 largest cities. Such metropolitan centers have a different set of conditions to consider, including the fact that large arenas are available for their big games.

The national averages are of great significance, although in fact, all architects design a building for a specific spot. What is happening in other states and what has happened in the specific spot are all part of the analysis necessary to determine the seating capacity for a new building. Trends developing in one geographical area will sooner

or later reach the area in which you are planning to build.

For instance, at present high school basketball has swept the central states. There can be no doubt that this wild enthusiasm for the game is spreading rapidly to the adjoining states.

The greatest demand for seats occurs in the smallest class of school in the central area, where 5.43 seats (average) are wanted for each student. The national average demand, however, is just under 2½ (2.46) gymnasium seats per student. This figure is important for planners to remember.

The relation of desired seats to existing seats is very valuable in school alterations. For planning new schools it merely serves as a warning that the old criteria for seating capacity are far short of present needs.

The need is for twice (1.97) as many seats as are now available, taking the overall average. This

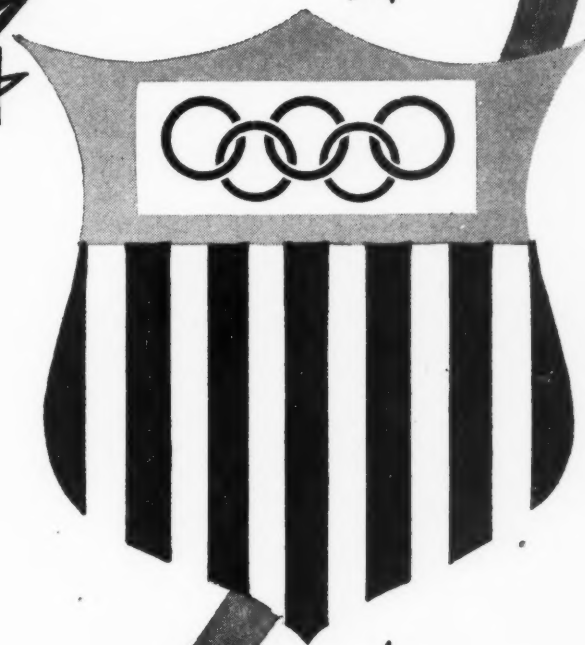
Geographic Areas	New England	North Atlantic	South Eastern	South Western	Western	Central	Totals and Averages
Number of schools reporting	100	297	186	173	113	669	1538
Average number of students	832	770	690	680	900	685	727
Existing number of seats per student	.68	.82	.85	1.10	.93	1.77	1.24
Desired number seats per student	1.78	1.78	1.95	2.20	2.00	3.09	2.46
Number of seats desired to each existing seat	2.62	2.16	2.31	1.97	2.13	1.83	1.97
States in area	Maine N. H. Vermont Mass. Conn. R. I.	N. Y. Pa. N. J. Del. Md. Dist. of Col.	Va. W. Va. Ky. Tenn. N. Car. S. Car. Ga. Fla. Ala. Miss.	La. Ark. Texas Okla. N. Mex. Ariz.	Cal. Nev. Utah Idaho Oreg. Wash.	Kan. Colo. Wyo. Mont. N. Dak. S. Dak. Nebr. Minn. Iowa Mo.	Wis. Ill. Mich. Ind. Ohio

Classes of Schools by enrollment	A 0-499	B 500-1499	C 1500-2499	D 2500 up	Averages & Totals
Number of schools reporting	681	720	113	24	1538
Average number of students	324	827	1835	3850	727
Existing number of seats per student	2.19	1.18	.74	.54	1.24
Desired number seats per student	4.13	2.38	1.62	.82	2.46
Number of seats desired to each existing seat	1.89	2.02	2.19	1.53	1.97

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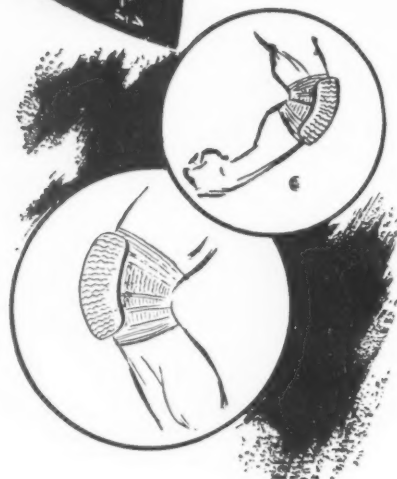
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THE BEST TEAMS ARE BEST EQUIPPED!

means that existing schools have need for at least double their present seating capacity.

Starting with Class D (large schools) the demand practically doubles with each succeeding smaller class—C, B and A—in all parts of the country.

Geographically, the seat demand is greatest in the central states where schools are attempting to satisfy the demand, although they have proportionally more seats per student than any other area. Next in line is the Southwest; then the Western, Southeastern, New England, and North Atlantic areas.

Your building will contain seating equipment usable for perhaps 50 years. It is therefore hoped that these statistics will aid architects to sense trends so that the gyms they design today will not, on the average, be 50% shy of seats at the end of that time.

It may not always be possible both to meet the budget and to provide the number of seats deemed necessary. With built-in seats of the old variety—which necessitated an enlargement of the building—this was often true.

However, when folding gym seats can be installed which do not increase the size of the building and cost not more than \$5 to \$7 each, it would seem unwise to omit the number of seats estimated as necessary for capacity basketball games.

In providing gym seats, care should be taken to abide by the National Fire Protection Assn. recommendation for exits as well as by the requirements of the local building code. The former code requires one exit of 22-in. width for each 100 persons and contains other provisions as to the dispersal and number of such exits.

In parochial and other privately financed schools, it is recognized that winning athletic teams are valuable assets. The gate receipts from basketball contests often support many of the non-revenue producing teams.

For income-producing purposes, seating capacity for such schools should be considerably above the average of public high schools.

Letters from men familiar with present-day basketball, such as district supervisors of physical welfare and administrators, state that seating for any gymnasium for basketball should *fully* accommodate the enrollment of the competing schools.

Assuming that the schools are of similar size, this minimum demand capacity would be 2 gym seats per student of a school. The average demand, as previously stated, is 2½ gym seats per student. The demand in the Mid-West, which is spreading to other states, in 3 gym seats per student.

The architect's judgment will determine the factor to be used in a specific gym.

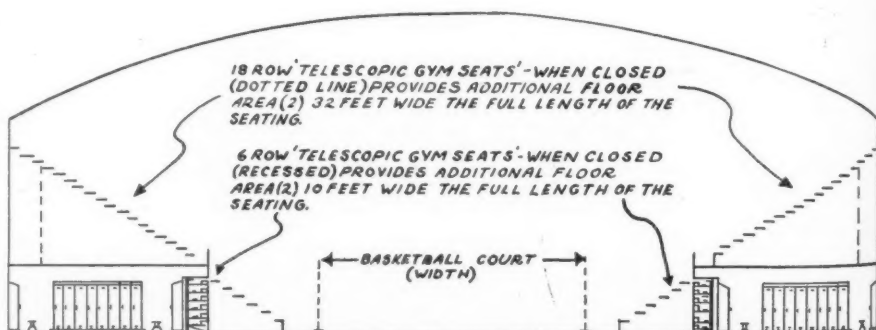
It is encouraging to note that architects are beginning to recognize the economy afforded by folding ("telescopic," "rolling," or "movable") gym seats. These portable units not only are less expensive than the built-in or permanent type but assure a maximum playing surface for activities.

Many installations of fixed seats waste space by too generous row spacing as well as by costly type of seats. The tendency to play safe in spacing costs the owner money.

There is no reason for bleacher row spacing 2' 4" to 2' 8" on center when experience with school and college seating proves that 1' 10" spacing is adequate.

Nor is there need to provide chairs with widths 1' 6" to 1' 10" when folding gym seats prove suitable with space allowance of 1' 4" per person. Thousands of such minimum installations are successfully serving this purpose.

Harold R. Sleeper, A.I.A., prepared this report originally for the Gymnasium Seating Council of Cleveland, Ohio. For a complete copy, write to the Council at 737 Guardian Bldg., Cleveland 14, Ohio.



Fred Medart Products, Inc.

Telescopic seating assures both maximum playing space and maximum seating capacity.

Brightest Nightspot on earth



Briggs Stadium Blazes Under 1386 G-E Floodlights

Detroit baseball fans are enjoying their first season of night games in the most brightly lighted sports area on earth. Home of the Tigers, Briggs Stadium owes its super-brilliance to 1386 G-E Floodlights which provide more than 200 foot candles of illumination over the playing area.

These modern, 1500-watt floodlights—first used in the Yankee Stadium, and last year at Fenway Park and Crosley Field—are being introduced into one stadium after another throughout the country. They are becoming even more popular with communities lighting smaller playing fields.

The popularity of the L-69 floodlight is due in large part to its beam efficiency—the highest of any floodlight in its general price class. Ten per cent more illumination per watt makes it ideal for use where costs must be considered.

Further details on the new L-69 floodlight, as well as standard plans covering lighting layouts and wiring methods for local sports or recreation programs, may be had from your nearest G-E apparatus office. Or, if you prefer, write to Apparatus Dept., General Electric Company, Schenectady 5, N. Y.

GENERAL  ELECTRIC
45-122

Interested in after-dark sports for your school or town? You'll find these important advantages in the new G-E Type L-69 Floodlight:

Quick Installation—Lamp is inserted without disturbing reflector assembly. No separate front door to handle. Rifle sight aiming permits daytime adjusting.

Less Maintenance—Front glass, spun sealed to reflector, provides permanent seal against dirt and bugs. No tools needed for servicing.

Sustained efficiency—Sealed construction and Alzak*-processed aluminum reflector assure longer operation at original high efficiency.

*Manufactured under the Aluminum Corporation of America patents.

Shooting Made Easy

VALUABLE assistance in the form of free issues of target rifles and an annual allotment of ammunition and targets, may be obtained by school rifle clubs affiliated with the National Rifle Association and properly enrolled with the Government's Office of the Director of Civilian Marksmanship.

This aid is especially helpful to newly organized groups whose members have not yet acquired their own equipment or where the school budget does not provide funds for the purchase of such supplies.

The DCM was created by congressional action as the administrative agent for the National Board for the Promotion of Rifle Practice. The purpose of this program is to assist civilians in acquiring a basic knowledge of military marksmanship. It is also an excellent means of developing self-discipline, sportsmanship, and habits of carefulness and safety that help eliminate those tragic firearms accidents which too often involve teen-agers.

Since this government aid is given only to bona-fide organizations, any group of young shooters or any school athletic department wishing to apply should first or-

ganize a regular junior rifle club. To do so, you need at least 10 boys between 12 and 18 years of age and a club leader, sponsor or instructor over 21 years of age.

There is no limit to the number of members in your NRA club, and the membership can include any boy or girl who has not reached his or her 19th birthday.

The extent of the government aid will be based only on the number of boys between 12 and 18, and you must have the minimum of 10 such members. Then have the adult leader write to the National Rifle Association, 1600 Rhode Island Avenue, N.W., Washington 6, D.C., for junior rifle club organizational material. This includes an application blank for obtaining your NRA charter, suggested club by-laws, and all the other data needed to complete your organization.

The NRA affiliation fee of \$5 will place the school rifle club in good standing for the current season, extending from October 1, 1948 through September 30, 1949. The club maintains its affiliation for succeeding seasons by payment of an annual fee of \$5.

This affiliation makes all club members eligible to participate

fully in the Association's junior marksmanship program—a program including NRA qualification firing, postal team matches, and national team and individual championships each year. These are in addition to the DCM qualifications.

Once the club's application for a charter has been approved at NRA Headquarters, it is eligible to enroll with the DCM and to requisition whatever supplies are available and in the quantity specified by DCM regulations.

Note particularly that the DCM and the NRA are separate organizations. Issues of equipment and supplies are not sent from NRA Headquarters nor are they forwarded automatically when the club is issued its NRA charter.

What the NRA does is notify the DCM that the club is now properly affiliated and eligible to apply for government assistance. The DCM then mails the club leader or instructor full information and the necessary forms to enroll the club with this government office and requisition equipment and supplies. Unless the club enrolls with the DCM and requests these supplies, no issues will be made.

Enrollment with this office involves sending in forms containing data on club membership, range facilities, etc. The club instructor must file with the DCM three letters of personal recommendation, covering character and proficiency as an instructor in military marksmanship.

A requisition form will indicate the supplies the club wishes to receive. If only targets and ammunition (referred to as "expendable supplies") are requisitioned, the DCM completes the enrollment, approves the requisition, and directs an Ordnance Depot to make shipment. The only expense to the club is cost of transportation.

(Concluded on page 61)

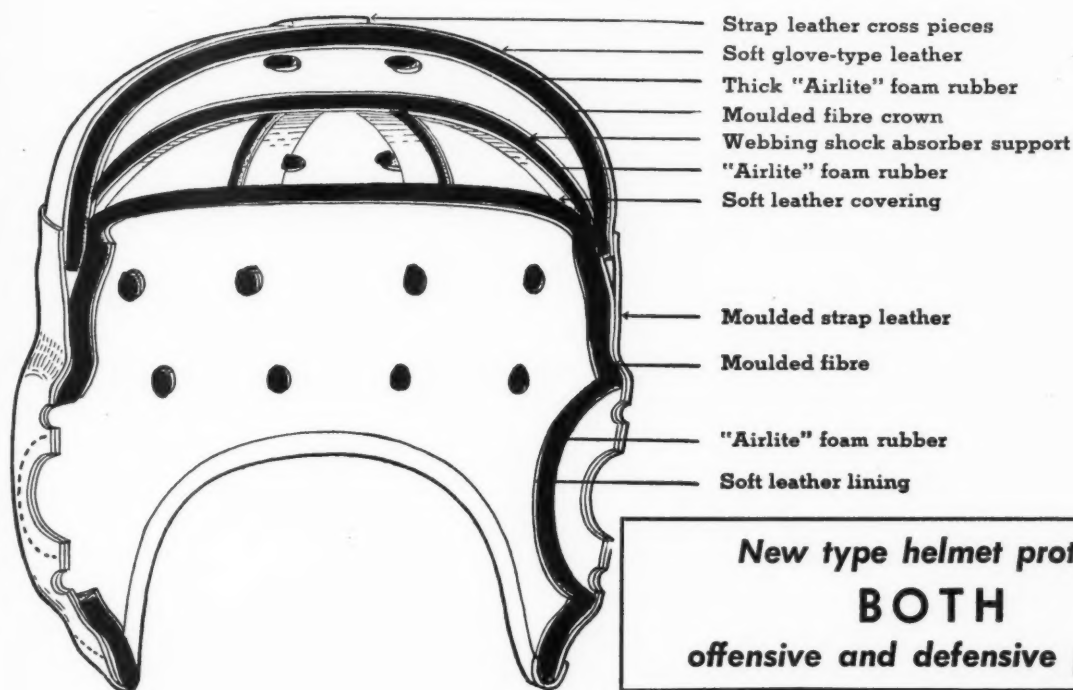


Photo by The Hartford Courant

The Hartford (Conn.) Trade School Rifle Club getting a little sighting practice at the State Armory Rifle Range, where they meet once a week under the supervision of a National Guard staff sergeant.

The Ken-Wel "Safety" Helmet

Helps Prevent Practice Injuries



*New type helmet protects
BOTH
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Are You Giving ALL Your Players ALL the Protection Possible? . . .

It's the helmet you'll want other coaches to use against your boys, but until they see the light, too, it's the helmet you'll want to make standard for practice sessions.

The Ken-Wel "SAFETY" helmet, with its layer of foam rubber outside the fibre crown, protects both offensive and defensive players, yet does not reduce the force of the blow.

Contact your dealer or Ken-Wel direct and ask to see the Ken-Wel "SAFETY" helmet NOW so you'll know what to specify for next season.

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FOOTBALL

as a teaching situation

FOOTBALL very definitely is a teaching situation, and the coach who does not realize this and apply the laws of learning to his teaching will not only make it harder for himself but probably will not derive the most out of the potentialities of his material.

Tackling is a skill. Blocking is a skill. Carrying the ball is a skill. Yet how many times have you hastily ran through a demonstration of how to do it, then turned to something else?

What is wrong with that? Just this—a skill has to be learned. The student must participate. He must do it again and again. And he must do it the right way. You cannot teach it to him. You can show him or have others show him. But he must do it to learn.

Time and again I have said, "You'll learn to tackle or else." I have put up two blocking bags and made my tacklers run through them slam-bang with nothing held back. I considered it a fine way to separate the boys from the men. But . . .

"We learn just what we practice, and if we practice being afraid we learn to be afraid. No doubt many a potentially fine football player has been spoiled by a coach who drove him to make hard tackles before teaching him the proper form in tackling."

Courage is a commodity over which most coaches spend too little thought. We carelessly assume that our students are born with it. We say, "That guy has what it takes."

What we probably mean is that the boy in question is more mature or has had enough experience to take reckless chances.

Let us examine courage. It is as important to the coach of schoolboy players as the size and number of his candidates.

"The urge to avoid physical discomfort is the basis of all forms of physical cowardice. Probably there has never been a football player of any repute who has not at some time taken into account the possible discomfort, pain, or injury involved

in a flying tackle. . . . But by proper training, physical courage can be developed to the point where the player disregards such possibilities. On the other hand, poor training may well accentuate a tendency to cowardice. . . ."

The poor training we know. What is the proper training?

"Under modern teaching the individual is initiated gradually into those activities that involve danger. (Low organization games that involve pushing and hauling, and a sort of controlled roughhouse have proven excellent media for off-season work on this phase of development. A thousand tackles at distances of six feet will work wonders as long as the first are such that the tackler receives no punishment.)

"By this system of gradual training, the player's confidence and courage is built up along with a measure of skill which gives him the assurance of being able to take care of himself in the situation he is entering. The sooner we recognize the interdependence of confidence and courage, the sooner we shall be uniformly successful in developing courageous athletes and sportsmen."

Have you had anything like the following happen to you? John Andrews comes to you as a freshman. His father is the great John Andrews, former high school and college great, now a town legend. Naturally you expect John, Jr., is going to be great also. But he turns out to be a dud.

What trouble you have explaining to John, Sr., that his boy doesn't have what it takes! If he could only understand that ". . . we do not inherit our skill in sports, nor acquire them in any mysterious manner. Everybody starts with the same amount of skill, which is none at all. We develop skill only by practice and training."

I have been guilty of some extremely stupid thinking in connection with our football program. I have persuaded boys to go out for

football, begged them, even helped them. But few of these boys ever made football players.

They were not ready for the game. The very fact that they needed urging proved they were not ready to learn. You can't beat the Law of Readiness.

I have checked Bill's grades, interviewed Bill's teachers, pleaded with Bill repeatedly to do something about his marks—all under the illusion I was doing some good. When all along I should have known that Bill wasn't ready; that when he was ready, he would make the grades and the team without any prodding from me.

Worse, though, has been my practice planning. "Readiness" never entered my thoughts. I was keen to see what my tigers would do with play 1-2. While 11 minor stalwarts held the blocking bags, we ran play 1-2. We ran it 50 times.

After 10 or 11 times, the enthusiasm degenerated into a grim sort of ennui. The bag-holders sighed with all the glee of pall-bearers while retrieving the bags.

I dared not ask myself, what was the learning derived by the bag-holders? I dared not examine the faces of the squad the next day to see who was ready to learn. Were the bag-holders ready to learn the next day? Were the squad members eager to run play 1-2 again? Hardly.

This business of being ready to learn explains one of our coaching mysteries—the surprise of finding a good guard popping up from the third string.

To quote again about readiness. "To become champion . . . requires a condition of readiness that causes the individual to approach with pleasure even the most tedious practice sessions. . . . The individual who is not ready is generally wasting his time and efforts as far as attaining proficiency is concerned."

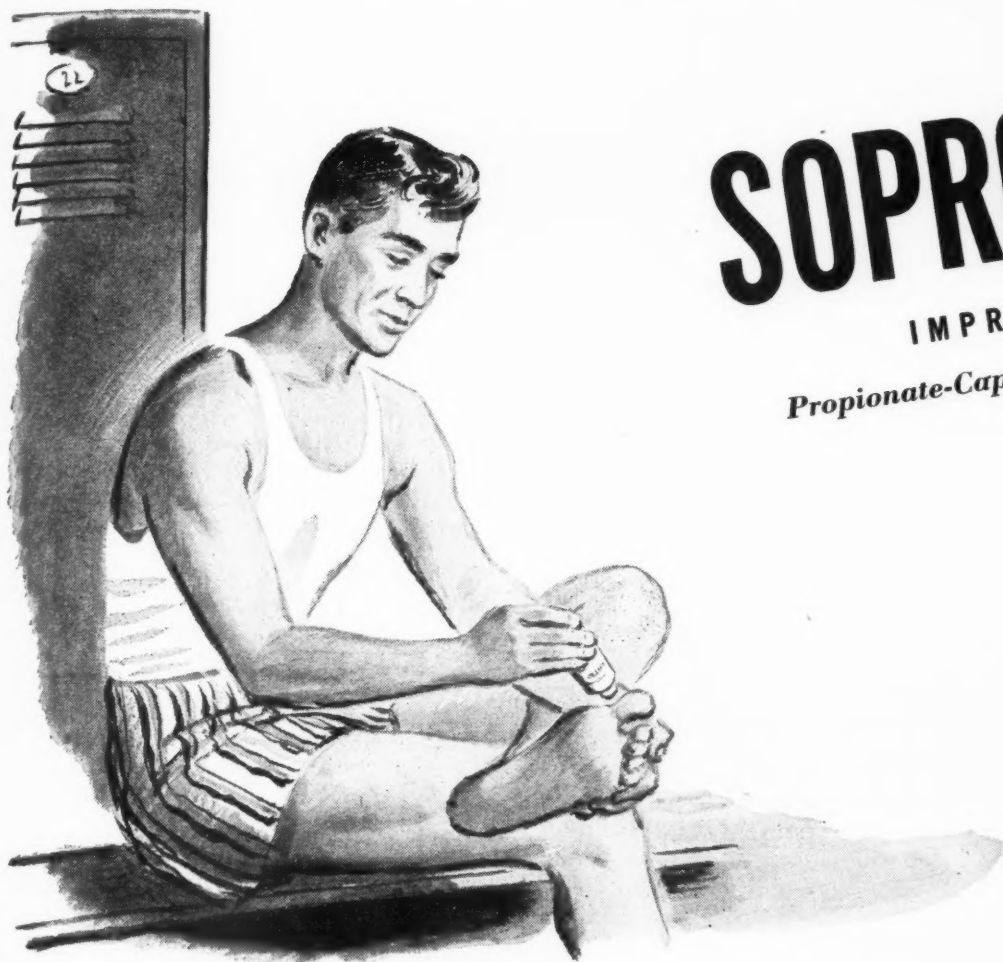
Here are some principles I have ignored. I hope you are smarter. "It is important for the individual's

By Ralph E. Hensley

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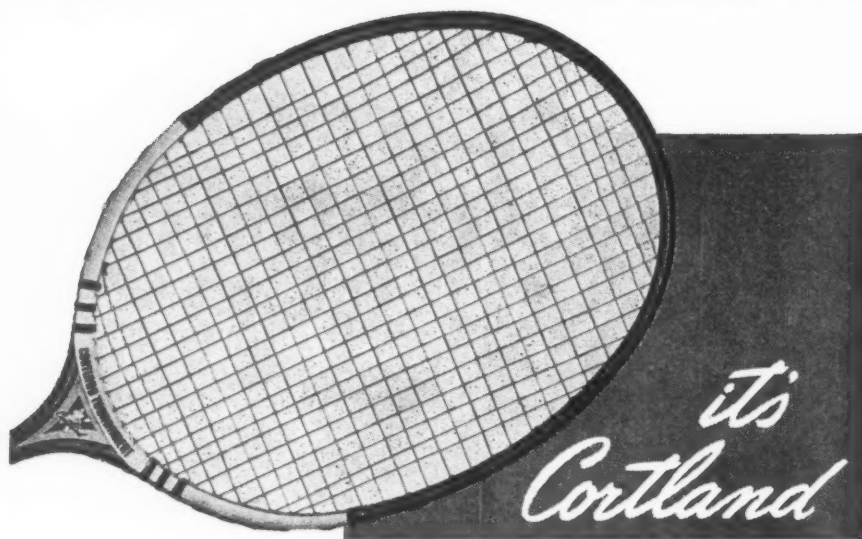
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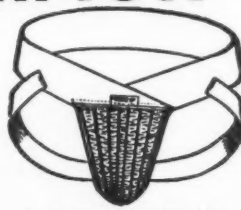
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progress in a sport that he find some satisfaction in his first efforts."

I have allowed many beginners to kind of stand around until they absorbed enough knowledge to participate . . . figuring that I couldn't use them for a year or so, anyway. Whereas:

"... the modern coach . . . tries to see that even the rankest beginners derive from practice the pleasure of feeling that they are accomplishing something, and that they are making progress."

I scold and rave about being late to practice, cutting practice, and seeking an excuse to avoid practice, and it continues. Probably because I do not make use of the Law of Readiness and the Law of Effect.

You remember the Law of Effect. The player repeats what he finds satisfactory. He tends to avoid what is not satisfactory. If you have fellows who duck practice, maybe you're missing out on the Laws, too.

That business of satisfaction has a lot to do with the length of practice. Cut it down when things are moving spiritedly, and the kids will be eager to come back. Draw it out and even you will become bored to tears while the kids will come out late and lope dispiritedly the rest of the week. I found that out the hard way.

UNEVEN MATCHES

There is another angle, too. Shove a newcomer against fellows who are bigger, cleverer, and more experienced and he soon finds that "His folks need him at home and he has to quit football." He has experienced nothing but dissatisfaction.

This law, Satisfaction vs. Dissatisfaction, has plenty to do with the way you use praise and censure. Give a guy the "business" because he drops a pass from center and he will drop a dozen more. How many times do you ever praise him for making the same catch? Commend a kid for blocking and he will go out and block the next man twice as far.

A better way to use your voice might be to praise him for what he does . . . and rip the dickens out of his techniques for what he fails to do. (It took me only 17 years to learn that meager principle.)

"Many a teacher wastes time and energy to a criminal degree in giving demonstrations of how the thing should be done, presuming in his ignorance that seeing the thing done will somehow enable the learner to do it also."

I picture myself, a hundred times, telling the squad, "This is the way to knock down a pass. This is the way to throw a pass. This is the

way to play defense in this situation. This is the way. . . ."

Or pulling a chap out of the game and saying, "Didn't I tell you a hundred times to stay back and outside that end on pass defense?" But did I give him a hundred chances to DO IT?

"It is important in learning skills to realize at once that there is absolutely no such thing as learning by absorption.

"The good instructor gives the beginner a general idea of how the thing is done, using demonstration and verbal description. He does not consider this an important element in the learning process, except insofar as it furnishes a starting point from which learning may begin.

"He realizes that the actual learning begins when the pupil undertakes to perform the act himself. He does not expect the first attempt to be successful.

"Having given the demonstration, and having set the pupil to perform the act, the instructor finds it his business to help the pupil to retain such elements in the performance as seem to be correct, and to eliminate those which are incorrect. If he uses further demonstration, he does so purely in order to assist the pupil in getting a better conception of correct form, but in no sense does he feel that the demonstration increases the beginner's skill."

LAW OF USE

Now I have heard of the Law of Use. But I have been so busy getting an offense going that I haven't spent too much time on blocking. So when we hit game time, the lads have the offense letter perfect. But we don't make a first down.

It seems that along with the Law of Use, there is a factor called the Law of Disuse. If you don't keep up your blocking practice, you don't block.

So I spend the next week on blocking. Then the play timing becomes sticky and we fumble very badly in our next game. In the third contest, we don't tackle. So we put in a heavy week of blocking and tackling. Works fine, except that all my good backs get charleyhorses.

Now I have wisened up. I keep a little tackling and blocking going each day. And I sharpen up the plays. Oh, I'm learning, all right. In another 17 or 18 years, I'll know enough to coach high school football.

Ralph E. Hensley is acting director of physical education and athletics at Chico (Calif.) High School. All the quotations in his article are from the book, *The Athlete in the Making*, by Jesse Feiring Williams and Eugene W. Nixon (Philadelphia: W. B. Saunders Co., 1932).

Rifle Shooting Gaining Popularity...

writes **ARTHUR C. HURLBURT**,
Chief Instructor,
Hartford Junior Riflemen



ARTHUR C. HURLBURT
HARTFORD, CONNECTICUT, U. S. A.

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Dear Sirs:

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The basic principle of the club is to teach its members the fundamentals of rifle marksmanship; first, the forming of safety habits in the handling of firearms, and then, step by step, developing good shots.

The club is affiliated with the National Rifle Association and enrolled with the War Department. Teams have been entered and have made excellent showings in the various N.R.A. matches, the William Randolph Hearst match, the Scholastic Tournament and State Championship matches.

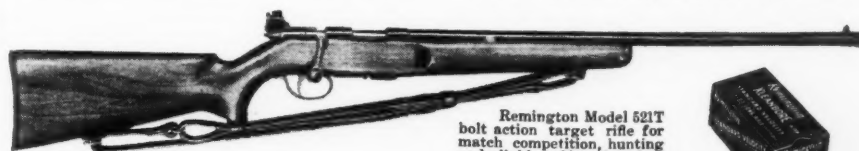
There is no question but what the American sport of rifle shooting is gaining steadily in popularity, especially in the high schools of the country. Rifle shooting develops the character traits of self-reliance, clean living, carefulness, perseverance, self-control, honesty and good sportsmanship. These traits are most easily acquired during the formative high school years of any boy or girl.

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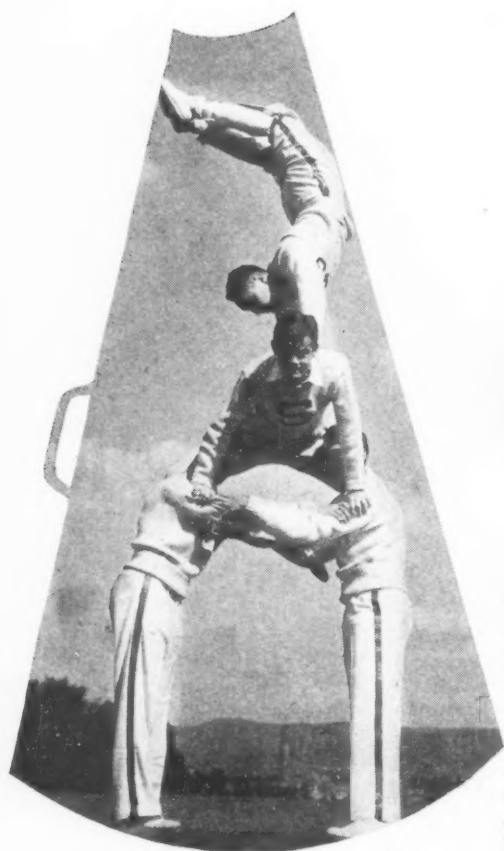


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Modern Cheerleading

By NEWTON C. LOKEN

Uniforms: The generally accepted outfits are quite satisfactory. That is, white pants and a colored sweater with the school letter on the front.

For additional flair, you may sew one of the letters of the school on the back of each cheerleader's sweater. Thus, when the cheerleaders line up for a yell, they can spell out the name of the school—WEST, MONROE, HARVARD, etc. When viewed from the opposite side of the field, this makes an impressive spectacle.

Another good idea, instituted at the U. of Michigan by the head cheerleader, is the awarding of small megaphones for each year on the squad. These look very colorful when sewed on the sleeves (near the wrist) of the sweater in the fashion of "hash" marks.

Cheerleading Car: The head cheerleader might approach a local car dealer for a "Cheerleaders' Car." This is more feasible for the college rather than the high school squad. The car dealer will be repaid in good will, while the cheerleaders will benefit by having transportation available for the out-of-town games.

This idea was in practice at the U. of Minnesota and the U. of Washington for several years prior to the war and now has been instituted at other colleges.

Tumbling Ability: Cheerleaders may liven up the proceedings and add to the spirit of the crowd by spectacular tumbling. The average leader should be able to do as a minimum a cartwheel, roundoff, headspring, and handspring.

Psychologically it is fitting to have the cheerleaders do what the spectators themselves would like to be doing.

The tumblers on the varsity gymnastic team often make excellent cheerleaders. The more proficient

gymnasts may perform the more spectacular stunts such as flip-flops, somersaults, twists, etc., or maybe a handstand on the goal post, a stunt executed by Tom Tillman, Michigan cheerleader, at the 1948 Rose Bowl Game.

Pep Clubs should be organized on every campus for the purpose of stimulating and directing the students' enthusiasm and support. The cheerleaders may spearhead this organization or they may simply work in conjunction with it.

On the Michigan campus the cheerleaders work with the Wolverine Club. This club, being a large organization, handles the flash-card section and some of the pep rallies, send-offs and welcome-homes.

Size of Squad: The modern trend seems to be away from large cumbersome squads. The average number used at present is about seven. With the head cheerleader in front and six other cheerleaders slightly behind, it is much easier to stay together on the yells, chants, etc.

There should be a reserve squad, however, comprised of freshmen and sophomores who may handle the smaller events such as 150-lb. games, J.V. games, etc. This reserve squad will also assure a flow of material to the varsity.

Musical or Swing Yells are greatly increasing in popularity. These yells are given in conjunction with the school band and generally receive tremendous support. The element of swing captivates the crowd and because the yell itself is very simple the response is always excellent.

Besides making for voluminous cheering, the swing yell also helps cement the relationship between the cheerleading squad and the band. If you do not have a musical yell on the agenda, you may obtain a

(Continued on page 48)

ONCE a barely tolerated species of mammal, on a social par with rubber-nosed clowns and two-headed freaks, cheerleaders are now highly respected adjuncts of the school sports program.

Organization and discipline have done it—eradicated the ridiculous, juvenile extroversion of the old-time yell leader, and replaced it with sensible, colorful and planned cheer direction.

The famous flash-card displays of the U.S.C. rooting section, the tumbling antics of the Minnesota and Michigan cheerleading squads, and the Rooters' Club of the U. of Washington, are all indicative of the modernity of our present cheerleaders.

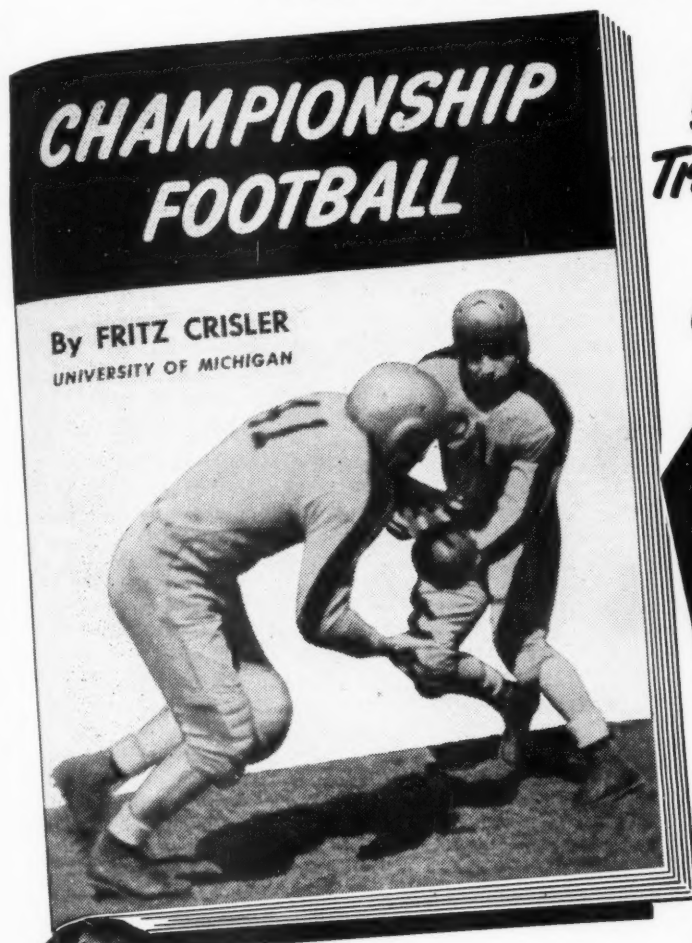
This is, indeed, a far cry from the days of Johnny Campbell. "The modern high school and college phase of cheering led by a designated individual was ushered in at the University of Minnesota in 1898. Johnny Campbell, an undergraduate, was selected yell marshal in that year. He stood before a football assemblage and directed it in the recitation of Rah-rah-rah, Ski-U-Mah, Minn-e-so-ta."*

Cheerleading advisors on the lookout for modern techniques may glean a few nuggets from the following.

*Loken, Newt, and Dypwick, Otis: *Cheerleading*, A. S. Barnes & Co., New York, 1946.

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copy by writing to almost any university—Michigan, Purdue, Northwestern, etc.

Yell Cards, which have the yell printed on them, may be used advantageously. The rooters at large universities do not know the cheers adequately and the yell card idea works excellently.

The entire cheer is printed on one or several cards, whichever is necessary, and one cheerleader is selected to hold the cards above his head while the cheerleaders lead the yell. The crowd reads the cheer slightly ahead of the cheerleaders' movements.

Conduct on the Field: Since some of these tips are rather removed from the basic purpose of the cheerleading squad—that of leading yells on the gridiron—it seems feasible to offer a few suggestions on the actual conduct of the cheerleader while on the field.

PRACTICAL SUGGESTIONS

1. The cheerleaders should never sit down. This depicts laziness and of all the people involved in football, the cheerleader should probably display the most enthusiasm. While resting in between yells, the cheerleader may kneel or squat but never sit down.

2. The cheerleaders should space themselves at least five yards apart. They should seldom congregate. When a yell is about to be given, the head cheerleader should move among the cheerleaders or the word should be passed down the line.

3. The head cheerleader should always anticipate the forthcoming yell and should always be ready to lead a yell the moment the opportunity presents itself. A good head cheerleader sees less of the game than anyone. He is generally so busy generating enthusiasm, preparing for the next yell, and working with the band master that he scarcely has time to relax and see the game.

4. An important thing to keep in mind is that the cheerleader shouldn't overdo his enthusiasm, tumbling ability, etc., to avoid becoming obnoxious to the crowd. Too much "show" and not enough attention to the game itself, will create a negative reaction to that cheerleader (or cheerleaders) and the crowd will no longer be "with you."

Moderation is the key to cheerleading as well as in other things.

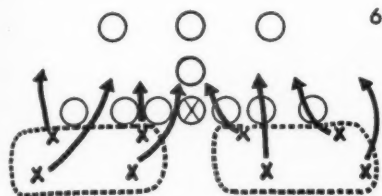
Newton C. Loken, former national collegiate all-around gymnastic champion (1942), is currently the gymnastic coach and faculty advisor for cheerleaders at the U. of Michigan and co-author of the A. S. Barnes & Co. text, *Cheerleading*.

Penn State Football

(Continued from page 15)

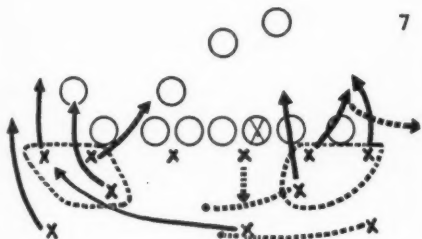
ments outlined in the T-defense diagrams. **Diag. 7** delineates one of our unusual defenses.

Each group of three has its own signals, called by the tackle. Here again several variations are possible. On a passing down, if the center goes in, the right guard may hit then drop back into the alley.



On wide running plays, we like our secondary to shift much in the manner of a basketball zone defense. The fullback is instructed to hit for the head of the play—not to slide laterally toward the sideline. The halfback goes up, always on the outside, while the safety man fills in between halfback and fullback.

The off halfback comes across to take the safety position. The center barrels cautiously, looking first of all for the cutback. On a wide reverse, we reverse the slides.



Summing up, then, in defending against the T, there are two things to watch for:

First, your defensive end must never be clamped by the offensive end or the man in motion. If this happens, the T formation pitch-out will go a long way.

Second, the two guards must be sure the quarterback hands the ball off and does not keep it undetected for a "goose" play. These must be watched carefully no matter what defense you use.

Remember, the T formation is very spectacular with its man in motion and its quick opening plays up the middle.

It is my contention that if you stop them up the middle, you will give them trouble. Penn State's defense is put together with this objective in mind.

AMAZING THING! By Cooper

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Intramurals through Sports Clubs

By DODD COPELAND

SPORTS in the junior high schools were in the doldrums. No representative teams were competing because the physical education men wanted the same paid professional consideration for coaching as the high school men received for their work with varsity athletes.

Our school was fortunate. It had an after-school recreation center, staffed by experienced people from the faculty and paid by the Board of Education. Yet game competition was of the "pick-up" variety. Every boy wanted to be a varsity player, so he thought little of class athletics.

The question presented was how to get everybody busy in worthwhile competition.

Seniors (ninth graders) were chosen to help with the problem. They were assigned as officials to referee, time, and score class softball games. A tournament schedule embracing every class in the school was then drawn up for after-school competition, every day in the week.

Two games at noon were scheduled, with four officials assigned to run the games for each grade. The most responsible boy was designated as head man, and it was his job to notify the class teams when they were to play and to see that they reported to the field on time. Two officials handled each game, one as umpire and the other on the bases.

Ground rules and batting orders were arranged before game time and, to further speed up play, no disputes or complaints were permitted. Any protests had to be written up after the game and submitted to the games committee for consideration.

With this simple organization, we were able to get class eliminations going. Games were scheduled a couple of days in advance so that allowances could be made for rainy weather and other causes of postponements. Our school yard was a clear concrete surface, a little over

an acre in size. It was laid out in four diamonds, one in each corner of the yard. By using the two largest fields, it was possible to play two games at a time. Seven innings made a game, for the Center closed at 4:45.

Sixty-odd class teams were divided into three levels of competition, with the seventh, eighth, and ninth years playing on separate days from the beginning of April until the middle of June.

During the 59 games it took to decide the class champions, pupil officials handled all assignments. They took delight in reporting their trials and triumphs at group management meetings. They conducted the tournaments so well that at an awards assembly, the head men were chosen to announce the class winners and make the awards. Promise was made at that time of bigger athletic events in the future.

The following term an interested group of boys from every class level was organized into a Sports Club. Their project for the fall and winter was a class basketball tournament for the entire school.

Again the plan of scheduling, appointing officials, and tournament management by pupils was used. Games were posted on charts in the gym, two or three days in advance. Notice also was sent to the class teams on when to report. This competition lasted from October through December.

The finals of the tournament came the week before Christmas. A week or two in advance, plans were made to stimulate school interest in the playoffs and, at the same time, raise money for awards.

A three-day affair called the Basketball Jamboree, was arranged for our two gymnasiums. Admission was a quarter. Each day two championship class games, plus one or two special events, were scheduled

to provide entertainment for the spectators. The special events consisted of individual speed and accuracy shooting, together with racing contests.

The Jamboree schedule was as follows:

First day—Class winners of 7A vs. 7B—5th floor gym; Class winners of 8A vs. 8B—3rd floor gym; Foul shooting and speed shooting contests between halves in both gyms.

Second day—Champions 7th year vs. 8th year—5th floor gym; Class winners of 9A vs. 9B—3rd floor gym; potato race and dribbling race between halves in both gyms.

Third day—Winner of 7th vs. 8th year game vs. 9th year winner for the school class championship. Finals of all contests between halves in the 3rd floor gym.

Although this was the first time such a grandiose affair had been attempted everything from the sale of tickets to the seating of the crowd, was handled by pupil members of the Sports Club. The officials also were chosen from the Club.

Fortunately everything went well, so that 400 spectators enjoyed three days of fun. Class champions and individual contest winners received medal awards paid for from the proceeds of the games. The school General Organization received the balance for future school activities.

Another Jamboree was planned for the beginning of spring, to wind up the second round of the basketball tournament. But this one was not to be. Our school was being painted at the time and the tournaments had to be cancelled.

The Sports Club continued its work in the spring with another softball tournament. Plans for the class playoffs were not as elaborate as for basketball, because admission could not be charged to our open field. However, class and school softball champions were chosen and given awards.

(Concluded on page 52)

Dodd Copeland outlines the Sports Club approach to intramural athletics which has proven so successful at Pershing Junior High School, Brooklyn, N. Y.



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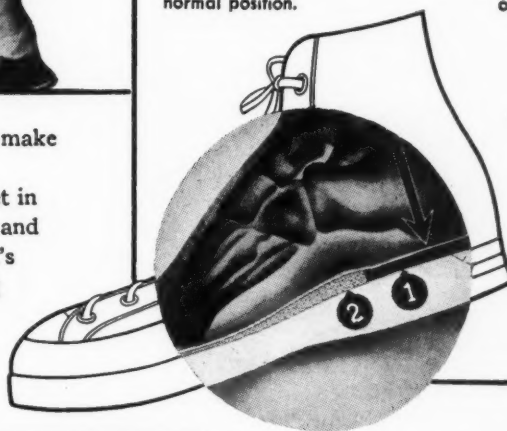
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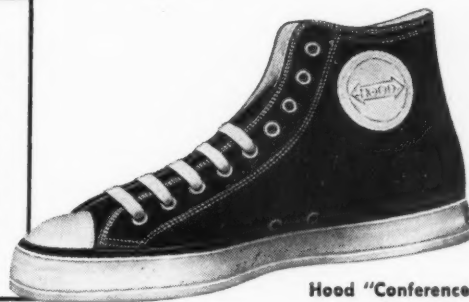
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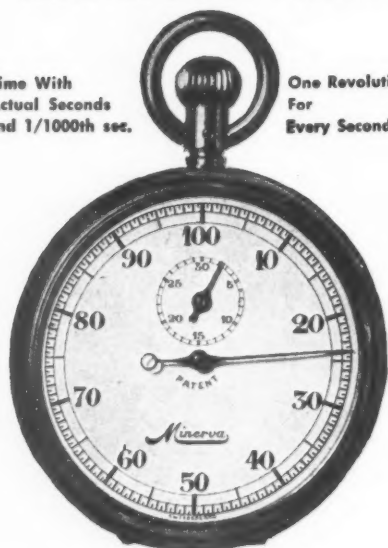
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In the future it may be possible to plan two basketball Jamborees a year, a three-day softball playoff to include individual and girl's team activities, and a Sports Club which not only would run class athletics but would print a monthly mimeo of all sports results.

The Club currently meets but one period a week. It has 30 members and divides its time between discussion and the practical demonstration of game problems. With this organization, an all-year class athletic program can be spiritedly conducted in conjunction with a co-operative after-school athletic center.

Of course the Health Education Department must set up the tournaments and keep the schedule going smoothly. It coaches players in the skills of the games and trains leaders in the management of their teams.

The after-school center supervises and regulates competitive play and field conditions. It advises officials and helps them judge critical conditions which might end play. It

acts as a friendly guide and counselor to players and officials alike.

Even after varsity athletics are resumed, it should be possible to continue Sports Club intramurals by interspersing them between varsity activities. It might be possible, too, to arrange a district contest in which a number of class school champions could meet at one time.

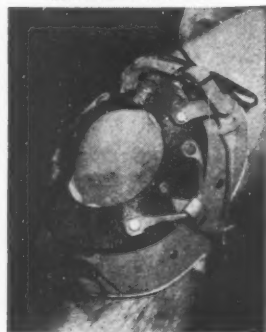
They could, on a large enough field, play four games at a time for a few innings each, rotate to play every team on the field, and by adding the total number of runs scored, determine who placed first, second, and third in the round-robin tournament. This would give each team a chance to play every other team on the field (seven games in all) to see how each rated in the district. It would eliminate some of the bad effects of overemphasized competition and might lead to a better feeling of friendship in the community.

In any case it would be the only way in which all teams in the district could meet each other after playing through a season tournament in their own schools.

Play of the Goalkeeper

(Continued from page 18)

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attacking team, thus leaving an uncovered portion of the field between their forwards and themselves. Perhaps they dislike to head the ball or maybe they don't know how to gauge a curving ball.

The goalie should also keep an eye open for substitutions, since their judgment of the ball usually is not as keen as that of the men they replaced.

Have the goalie pass the word along to his teammates and always play to the weaknesses thus detected.

A good, wide-awake goalie can win at least 25% of your games by taking full advantage of the opponents' weaknesses and keeping his own team well informed and encouraged. He should always keep his teammates on their toes and whenever a goal is missed against him, quickly get the ball and kick it up the middle or side of the field. Quick action on this score will often catch the opponents running in the wrong direction.

Remember the goalie is the only member of a team who can see all of the action in front of him.

When necessary to charge into a scrimmage to take a ball, it is well to get down low and keep the head up, lock the ball in the knees and

arms, and, upon gaining full possession, look at the stockings around you. The idea is to get up in back of a teammate and throw the ball out quickly to the wing.

Do not hold the ball. This is dangerous. While only a few players will deliberately kick a goalie, the latter is responsible for anything that might happen whenever he starts to push, jump or dribble. The duty of the goalie is to clear his lines with the least amount of effort and showboating.

The goalie must also learn to take the charge of the incoming forwards. He should take these charges only when impossible to avoid them, and he should take them in a way that shows the forwards he is not afraid of them.

If possible, he should feint to one side and side-step to the other, then get rid of the ball.

A goalie is considerably more valuable to his team when he clears the goal quickly and effectively than when he unnecessarily risks the chance of injury by meeting a point-less enemy charge.

This is the second of two articles by Pete Renzulli, one of the greatest goalies of all time, who is now Eastern chairman of the U. S. Soccer Football Association's Junior Committee.

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The Antiphlogistine Laboratories have introduced new fast-action Rub A-535 to the medical and allied professions. Following is the announcement as it appeared in the New York State Journal of Medicine and other medical publications:

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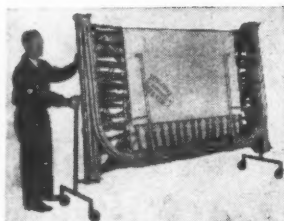
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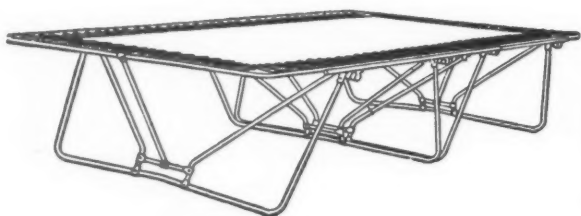
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Michigan State's Line Play

(Continued from page 7)

waist of the opponent. I have seen a lot of men slide off because of their failure to do this—because they hit the opponent with the point rather than the breadth of the shoulder.

After contact is made, the next important thing is the follow through. I continually recommend an upward drive. The low leverage might be worth something at the start, but once the block is made it becomes less important.

The follow through is really the thing that spells the success or failure of a block. If you hit with your left shoulder, bring your right foot up and around. If you hit with your right shoulder, then bring your left foot up and around.

Remember, when driving up, that you must keep your legs in under you. This in itself facilitates the follow through on all blocks.

Faults to avoid include: Keeping legs too far apart or too close together; resting tail on heels; leaning too far forward; and keeping head and eyes down instead of up, looking at target. Remember, a line-man can't hit what he can't see. Another thing: A lowered head position exposes the player to injury.

The inside-out block is one of the most important blocks in football. I have seen many boys pull out and run at a tackle, guard or end—only to miss their man. If the player will head up through the hole with the thought in mind that the defensive man will not come across, he will probably get in a good inside-out block.

He should always know who is going to make the block in at the hole, and if it will be his job to block out at the hole, he should head for the spot occupied by the lineman who is blocking in.

The T is a terrifically fast hitting formation because of the strategic deployment of the backfield. If each of the backs behind the quarter can get a good running start, they will arrive at the line very quickly so that the block in the line will not have to be sustained.

Therefore, this block consists mostly of getting the body between the defensive man and the path of the ball-carrier. The offensive line-men who do not have primary blocks in the line can release and block in the secondary.

It is not as simple as it sounds, however, and it takes hours and

hours of drill to learn how to make adjustments against shifting defenses.

At the risk of sounding banal I would like to repeat the old refrain that "Linemen are the unsung heroes of football." They work harder than the backs, with much less glory. But they do have a lot of fun.

In the first place, they are playing directly in front of their opponents and the challenge is more clear-cut—a matter of who is going to dominate whom.

The old adage that a lineman acts and then looks while a back looks and then acts, is true. The backfield man, however, is standing out there alone and if he makes a mistake it is more noticeable.

The seven men up front can make or break any back.

Lost Weekends

(Continued from page 34)

vided with adequate practice uniforms.

The second answer to the accident problem is a challenge to the designers of equipment. A study of the catalogs of leading manufacturers show that, with few exceptions, the designers' talents have gone into protecting the wearer, with little regard for the defensive player.

While this possibly reflects the desire of most coaches, it is unsound with regard to the cause of most football injuries.

The 16th Annual Survey of the American Football Coaches Association's Committee on Injuries and Fatalities (Dr. Floyd B. Eastwood, chairman)* reveals that cerebral injuries account for most fatalities, and that the present type of helmet does not adequately distribute the shock of head blows.

It is heartening to know, however, that our equipment manufacturers are becoming increasingly conscious of the problem and, what's more, are doing something about it.

They are now attempting to develop a helmet which will protect both the wearer and the defensive player. Thanks to the strategic use of sponge rubber, soft surfacing materials, and inner shock-absorbing suspensions and padding, the modern helmet will give both the offensive and defensive player excellent protection, and should thus drastically reduce the number of injuries.

*This survey may be obtained free of charge by writing to Mr. D. O. McLaughry, Athletic Dept., Dartmouth College, Hanover, N. H.



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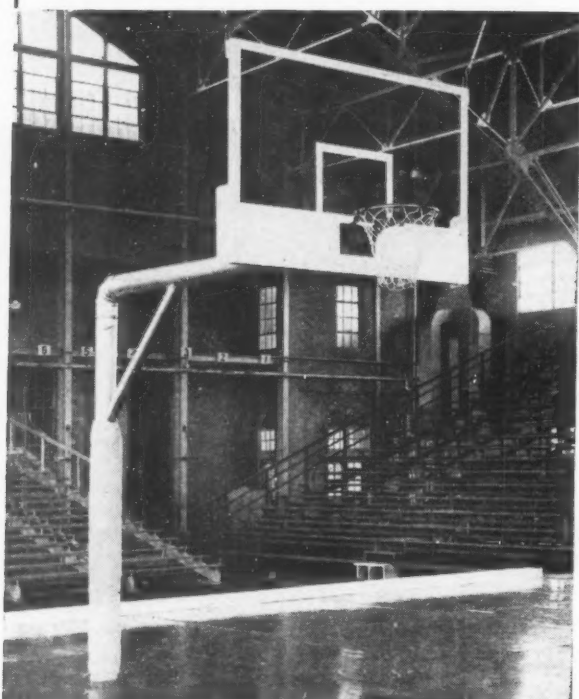
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Controlled Punting

(Continued from page 13)

then be interested in improving his center of gravity to the point where he has a good solid base.

Stance and contact go hand in hand. The most common fault of the punter is to place his feet too far apart with the balance foot forward. He thus must take too many steps to meet the ball.

The boy must have a set stance and must know the proper steps. Otherwise, under game pressure, he will become confused and have too many of his boots blocked.

I have my kickers assume their solid bases, with the kicking foot forward so that the toe of the balance foot is about even with the heel of the kicking foot.

The body from the hips up is slightly bent forward with the arms extended and the fingers spread relaxedly.

The center is instructed to deliver the ball about waist high toward the center of the punter's body. This enables the kicker to handle the ball swiftly. He shouldn't have to pull the ball from one side to the other or push it up or down.

The stance also furnishes the center with a good target. If the pass is bad, the kicker's body will prevent it from getting away entirely.

HOP-STEP INTO BALL

After receiving the ball, the kicker should take a short hopping step forward with the front (kicking) foot, then follow with a full step of the balance foot. The kicking foot can then come forward for the contact.

The entire movement amounts to a "hop-step-kick" and might also be called the step-and-a-half. The hopping step covers about eight inches and the balance step is a full stride. The complete cycle should cover no more than a yard.

This style of kicking was employed with great success by Frank Carideo. It closely resembles the generally accepted step-and-a-half style, except that it is faster and requires less space to get off.

The belly of the ball should meet the foot on the outside or inside of the arch, depending on which way you want the ball to travel and roll.

Contact should be established at about knee height. At this point, the leg has gained the proper momentum needed for the drive. Contact below this area isn't heavy enough and might result in a low kick being blocked. Contact higher than this point doesn't carry enough power.

The kicking toe must be depressed (pointed downward) to get a spiral kick and the kicking leg should be extended outward or straight ahead. This shoots the ball into space in the fashion of a torpedo leaving a tube.

Before meeting the ball, the leg will be naturally bent. But just before the ball meets the instep, the knee locks and the leg whips into the ball.

CONTACT WITH BALL

At contact the seam of the ball should be at a slight angle, right or left. If the seam is turned slightly inward, a left pull and roll will result. For a pull and roll to the opposite direction, the ball should be angled a bit to the outside.

A properly kicked ball makes little noise; it is more of a swish than a thud. By merely raising or lowering the middle finger of the holding hand, the kick can be placed low or high. For the end-over-end boot, it is only necessary to hit the ball on a straight line with the long seam, instead of angling the ball.

The need for keeping the eye on the ball requires little explanation. The boy should keep his eye on the ball from the time it reaches his hands until it is well into the air.

The important thing to remember in the follow through is to extend the kicking toe downward and let the leg follow through naturally. This furnishes distance and direction.

If the toe is not pointed, the foot will cup the ball and carry it high in the air in end-over-end fashion. The ball not only will carry a short distance, but will roll backwards upon hitting the ground. Just a half depressed toe will reduce the carry by half.

The throwback of the arms and body from the hips up will add to the effectiveness of the follow through and give better direction and distance.

Most boys will naturally come up on their left (balance) toe. But this shouldn't be stressed or you will have the kid jumping off the ground.

In closing I would like to repeat that instead of placing greater emphasis on scatback safeties, double safeties, and well-planned runbacks, coaches might well borrow a page from the old timers and plan their kicks with all the strategy of a running or pass play.

The best planned runs and passes can all be stopped. But there is little or nothing that can be done about a kick that sails or bounces out of bounds deep in enemy territory.

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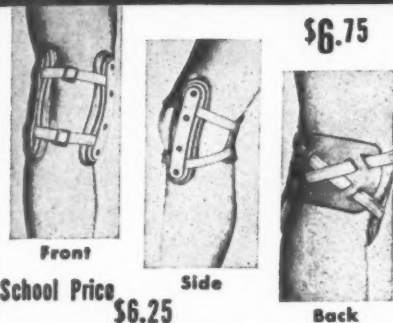
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National Federation NEWS

Edited by H. V. PORTER



THE 1948 official football rules are entirely new. Representing a collaborative effort by the National Federation and the N.C.A.A. to produce a joint code for high school and college play, it eliminates more than 150 differences between the two former codes and contains only about 10 special provisions for the basic differences in the two games.

Unfortunately, after both groups had agreed to adopt the new code for 1948, the Collegiate Committee officers announced a "change of mind" and decided to go along with their old code plus a few modifications. The high school organization chose to fulfill its part of the agreement and is now using the new code.

The demand for the new book has greatly exceeded that for any previous year and the attractive supplementary aids such as the new Football Case Book and the Football Meeting Folders are being used as the basis for discussion at the hundreds of meetings throughout the nation.

The high schools have made their contribution to a joint code. They have accepted from 75 to 100 changes (many of which they consider less desirable) in the interests of a common code. It remains to be seen whether in 1949 the collegiate authorities will accept the changes agreed upon, publicly announced, and incorporated in the new official code of the high schools.

Athletic Insurance Plan. The New Jersey State Interscholastic Association cooperates with the Progressive Life Insurance Co. in providing coverage for athletic injuries. The applications for enrollment and the lists of athletes to be covered are sent to the state association office, while the details concerning action on claims are taken care of by the insurance company.

Two types of schedules are in force. Plan 1 provides blanket reimbursement up to \$250 for any doctor or hospital bill, and a \$50 maximum for dental expense. For this blanket coverage, the fee is \$7.50 for all sports and \$5 for all sports excluding football.

Plan 2 provides specific amounts for each type of injury: \$100 net for a fracture of both leg bones; \$20 or less for a sprained ankle; an amount based on the number of treatments made by a doctor for sprains; etc. For this type of coverage, there is a fee of \$3.50 for all sports and a fee of \$1.50 for all sports except football.

Track and Field Activity. Three new

national interscholastic records have been accepted by the records committee. These marks were established by Archie Adams (Indiana) in the 200-yard low hurdles; Gerald Cole (Ohio) in the 440; and North High of Des Moines, Iowa, in the 440-yard relay.

Since the last meeting of the records committee, two more applications have been made. One is for a 59 ft. 10 in. shot put by Darrow Hooper and the other for a 21 sec. clocking in the 200-yard low hurdles by Billy Bless.

Broadcasting Rights. Since high schools are public institutions, there has been some question concerning the rights of a radio station to broadcast schoolboy contests without paying for the privilege. A recent court decision in Texas indicates that there is no justification for this practice.

The trustees of an independent school district have the power to enter into a contract granting exclusive rights to a radio station to broadcast play-by-play accounts of high school football games. A Texas Court of Civil Appeals held that such an exclusive contract did not violate constitutional provisions relating to monopoly, equal rights, freedom of speech or press, or the taking of private property.

The contract being valid, an injunction was granted to enforce the district's lawful demands that a rival radio station cease broadcasting games from the high school field.

Federation Activities. The annual meeting of the National Federation will be held at the Stevens Hotel in Chicago on December 28-31. The meeting of the Football Committee will be held the same week at the same place.

A new National Federation Handbook has been published. It contains a summary of the various types of Federation activity, the constitution and by-laws, summaries of state association eligibility data, and a directory of all executive officers and board of control members in the affiliated state associations. Membership now includes 46 of the 48 state associations.

South Carolina has authorized the employment of a full-time executive officer, thus becoming the 32nd state to take such action. Mr. Ernest W. Stokes has been elected to the new position and opened his office on August 1. This is a progressive step by the South Carolina High School League and the entire Federation is delighted in having the opportunity to maintain closer contact with the work being done in that state.

Oregon has authorized the employment of a full-time assistant secretary, Mr. A. Oden Hawes.

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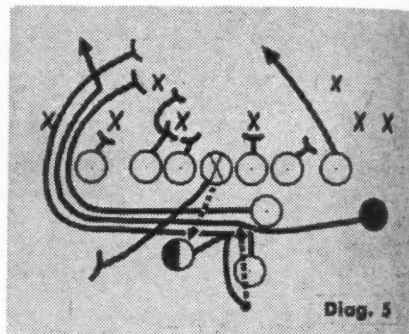
(Continued from page 9)

ways keeping in mind that we want the passing pocket kept clear.

We pull our center, always having him maintain an inside angle on the rusher he is assigned to and driving him to the outside.

We normally send four men out on a pass. But if the rushing gets too severe, we might leave in an additional back and send out only three.

The way to develop a good passing pattern is either to flood the zone or hit the open alleys. By alleys, I mean the vulnerable openings that nearly every defense possesses. I don't think the middle channel will be open very often. But when the defense starts covering in that area, you are going to open the alleys as shown in **Diag. 4.**



Keen analysis always pays dividends. For instance, if the opponents have a defender back there who cannot run a hundred under eleven seconds and you have a ten-second man, you have something substantial to go on.

Other good adjuncts of the passing game include screen and shovel passes. If the opponents are "eating" us up, we may turn their weak-side end loose and let him come in fast, then bring our center back deep and "kick" that end out (**Diag. 5**).

The wingback on this play doesn't run too close to the scrimmage line, in order to avoid defensive players who might penetrate. He runs with a little depth and keeps under control. He can't run full speed along this area or he will get too far on you.

The tailback naturally must make a good fake back, as though going to throw. The fact that the actual pass is made with an overhand motion lends deception to the play.

We chuck the ball in from the regular deep passing position. We don't underhand it or pitch it or anything, just get it in there with a little soft chuck.

Shooting Made Easy

(Continued from page 40)

If the club also requisitions rifles, a \$500 bond must be taken out to protect the government against loss or damage involving this "non-expendable equipment." The DCM will furnish the bond application and a list of bonding companies approved by the U.S. Treasury Department.

The cost of the bond is \$10 for two years. When the bond has been sent to the DCM, it must be reviewed and approved by the Office of the Judge Advocate General. After it is approved and returned to the DCM, that office directs an Ordinance Depot to make shipment.

Each club may requisition one rifle for each five male club members between 12 and 18 years of age. The maximum rifles granted to any one club are 10. These .22 cal. rifles would cost approximately \$50 apiece or more through the usual commercial channels. Cleaning rods and brushes are furnished with the rifles if requested.

The DCM is also authorized to issue to junior rifle clubs on its rolls a maximum of 400 rounds of .22 cal. ammunition per eligible club member, i.e., boys between 12 and 18 firing the DCM qualification course. The supply of ammunition available for this purpose varies annually depending upon appropriations.

Each club may also requisition 1,000 or more 50-foot rifle targets if membership justifies.

Consider just what this would have meant to an average-sized club during the past season. Assuming it had 25 members, the club received five rifles (valued at least \$265), 10,000 rounds of .22 ammunition (value at least \$75), 1,000 targets (value approximately \$5). This makes a total of \$345 worth of equipment and supplies for a newly organized club chartered by the NRA and properly enrolled with the DCM.

Receiving their supplies does not end the connection of the club with the DCM. Each year an annual report and inventory of equipment must be filed in that office. Every club member must receive adequate instruction in marksmanship based on the Army Field Manual 23-10, and is required to practice and fire the junior qualification course prescribed by the DCM at least once annually.

It is important to carry out this requirement because annual allotments of ammunition, after that initial issue, are based on the number of club members firing the prescribed DCM program.

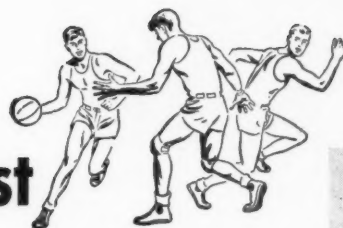
But there is no difficulty in persuading boys to do this shooting for those who succeed in meeting the specified score requirements are issued special Marksman, Sharpshooter, or Expert badges by the DCM.

Naturally some time and a bit of paper work is involved from the time the original application for DCM enrollment is mailed to the club from Washington until the club members proudly unpack those rifles shipped from the Depot. But it is perfectly obvious that assistance of this extent will make possible the organization of many junior rifle clubs that otherwise might never exist.

That means more thousands of boys learning how to handle firearms properly and safely—youngsters who, by virtue of this training, will have the best protection against tragic shooting accidents.

How about it—do you have a junior rifle club in your school?

C. R. Rogers is the live-wire director of the Junior Club Section of the National Rifle Association who has done so much to stimulate riflery in the nation schools.



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Coaches' Corner

Please send all contributions to this column to Scholastic Coach, Coaches' Corner Dept., 7 East 12 St., New York 3, N. Y.

When you get around to reading Dutch Meyer's article in this issue, you'll come across the observation that "The way to develop a good passing pattern is either to flood the zone or hit the open alleys." Thereupon hangs a tail and here's the way Dutch tells it:

"I once had a lot of fun with Stub Allison, former California coach, who said he always ran up the highways—that he numbered his plays Highway 1 and Highway 2 and so forth and so on, and that he didn't tell anybody beyond the line of scrimmage whom to get. He just cleaned out that highway.

"I told him, 'That's the difference between football in California and football in Texas. They run down the highways in California and pass in the alleys in Texas.'"

Two years ago Penn State was the victim of an upset by a real sub-standard Pittsburgh team. The gloom hung heavy after the game; State fans groaned and the players wept. Long after the crowd had left, Coach Bob Higgins, sitting in the dark of the deserted dressing room, felt he needed a friendly voice to cheer him up. He decided to call Mrs. Higgins.

Upon searching his pockets, he discovered that he had left all his money at the hotel. He left the stadium and hailed a stranger, whom he recognized as a State rooter by his long face and air of dejection. "Hey, Johnny," said the State coach. "I'm Bob Higgins. Could you lend me a nickel to call up a friend?"

The stranger fumbled in his pocket and handed Bob a dime. "Here, Higgins, call up all your friends." (Relayed by Walter H. Hellmann, coach at Roger Ludlowe High, Fairfield, Conn.)

After graduating from Tennessee with All-American honors, George Cafego, now backfield coach at Furman U., became the workhorse of the Brooklyn Dodgers pro club. The Dodger offense consisted of running Cafego on every play—first over one tackle, then over the other.

Playing against the Giants one day, Cafego brought the ball upfield practically single-handed. Just before the half ended, he broke away over left tackle. First one man hit him, then another, but "Bad News" kept going. Finally, about five Giants ganged up on him. They were draped all over his back and still he moved goalward. At last he started down—just as the timer's gun exploded.

A spectator turned to his neighbor and shouted, "My God! They had to shoot him to stop him!"

After a certain coach reported back to his athletic director that his team lost a game because the line wasn't charging enough, the director squelched him with this beauty: "They're charging more than we can pay 'em right now."

A few days after the great Babe Ruth died, *Sport Magazine* hit the stands with a "Scoop! A great interview with Babe Ruth!" The story went on to say that "Like President Truman, Ruth looks better today in person than in his photographs... he is deeply tanned, relaxed, and apparently in no pain."

Here is our idea of the ten greatest records in baseball—records which stand the best chance of never being broken:

1. Home runs, lifetime—714, by Babe Ruth.
2. Pitching consecutive scoreless innings—56, by Walter Johnson (1913).
3. Hitting safely in consecutive games—56, by Joe DiMaggio (1941).
4. Lifetime batting average—.367, by Ty Cobb over 24 years (batted over .320 for 23 years in a row).
5. Leading league in batting—12 times, by Ty Cobb, including 9 in a row (1907-1915).
6. Games played in a row—2,130, by Lou Gehrig (1925-1939).
7. Pitching 3 shutouts in a single world series—Christy Mathewson, (1905).
8. Games won (pitching) in lifetime—511, by Cy Young (1890-1911).

9. Pitching victories in a row—19, by Rube Marquard (1912).

10. Stolen bases, one season—96, by Ty Cobb (1915).

One day when Rip Sewell was on the hill for Pittsburgh, Umpire Jocko Conlan cautioned him against wiping the perspiration off his forehead, thinking that perhaps the veteran hurler was trying to sneak over a spitter. "That ain't legal, you know," warned Jocko.

"What ain't legal?" inquired Rip, "Sweatin'?"

Most football fans think that scouts sneak into enemy encampments wearing whiskers and dark glasses and stand a good chance of being lynched if caught. 'Tain't so, says Charlie Avedisian, the Brown scout who has an article going in this issue. On his way to the Rutgers-Lafayette game at Easton last fall, Charlie shared a car with the Rutgers team, whom he was scheduled to scout.

Since it was a rainy day and the strategy for the game had to be altered, Harvey Harman, the Rutgers coach, decided to hold a skull session. Unknowingly the boys congregated in Charlie's corner on the supposition that he was just another passenger. But when Charlie discovered that Harman was about to impart valuable information, he immediately got to his feet and announced that he was scouting Rutgers for Brown and would leave before any conversation started.

The amazed Harman thanked the scout as he left. When Charlie got off at Easton, the rain was still coming down in buckets and there were no taxis to be had. As he stood there

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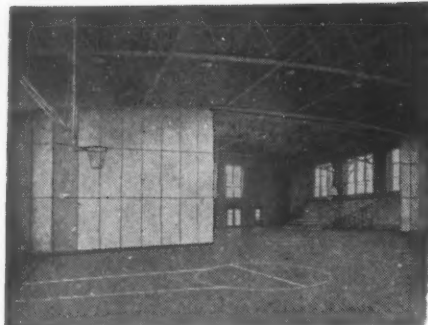
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pondering what to do, the Rutgers team passed by. They stopped short when they saw him, swept him along into their bus, and dropped him off in the center of town.

Unquestionably the biggest and best heckler in baseball is 258-pound Pete (The Voice) Adelis, the Philadelphia fog-horn. Unlike most other celebrated roasters around the big time, Pete works on voice power alone—no bells, no sirens, no horns, not even a whistle. But his lung power is unbelievable. Despite all efforts to dislodge him, particularly by Cleveland's Lou Boudreau, Pete is permanently ensconced in a photographer's box over the visiting team's dugout, from whence he keeps up an unrelenting flow of amusing catcalls.

The A's were playing the Browns last month when the game was forced into extra innings. An unaccountable stillness fell over Pete's box and Charley DeWitt, the Brown road secretary, breathed a sigh of relief. "Well," he remarked, "if this game has served no other purpose, it has proved that Big Mouth has only a nine-inning voice." Five seconds later, Pete was roaring worse than ever.

Pete is a scientific heckler. He reads everything he can find about baseball and the players, and memorizes the data for a scientific catcall. Here are his seven rules for rooting: No profanity, nothing purely personal, keep pouring it on, know your players, don't be shouted down, take it as well as give it, and give the old-timer a chance.

Upon Pete's initial visit to the Yankee Stadium the past summer, the fans seated near him tried to yell him down. When this didn't work, they resorted to the expedient of plying him with hot dogs and soda on the theory that a 258-pounder with a mouthful is in no position to split neighboring ears.

"But I fooled 'em," Pete grinned. "I yelled between bites." The Yankees were so impressed with Pete's bellowing that they invited him back to the Stadium the following week to do a job on the Cleveland Indians.

Some years ago when Clark Shaughnessy was coaching the U. of Maryland eleven, he had trouble remembering names. One day the Terps were playing a very tough game. Shaughnessy, pacing up and down the sidelines, yelled at the team manager, "Manager! What quarter is it?"

The young man told him it was the fourth period, with about four minutes to go. Shaughnessy thought that one over for a moment, then snapped, "Send Mont in off the bench."

"But, coach," the surprised manager blurted, "Mont started the game and he's been in there ever since."

Shaughnessy didn't bat an eye. "Well, then," he bellowed, "take him out. He needs a rest."

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Shaughnessy, incidentally, does a beautiful job of presenting the T formation, which he helped invent, in the Avis Films motion picture entitled, *The Clark Shaughnessy T*—a four-reel, 16-mm., sound job which explains and illustrates the T wonderfully.

Working with the old Stanford U. dream backfield of Albert, Standlee, Gallarneau, and Kmetovic, abetted by their center, Vic Lindskog—all famous pros now—Clark breaks down the T into its four component parts (center and quarterback, fullback and halfback, ball-handling and man in motion, and plays) and analyzes each thoroughly, clearly and flawlessly.

The five boys are a pleasure to behold and their demonstrations can be studied with considerable profit by every coach and player. Everything is shown in both slow motion and regular speed, and spiced up with actual game shots.

If you're interested in the film, just check the advertisement on page 78 of last month's *Scholastic Coach* or refer to the review of the film on page 46 of the June issue.

After Toronto sold Paul Calvert to Atlanta, Atlanta chief Earl Mann called the whole thing off. A local paper headlined the story: "Mann Won't Let Calvert Switch to Atlanta."

Frank Colucci, the erstwhile phys ed man and demon games inventor from Flint, Mich., has left teaching for the candy business (Mrs. Steven's Candies, "America's Most Appreciated Candies"), but he still has a football rules poser kicking around in his mind, on which he'd like a little clarification from you coaches and officials. It happened to him while refereeing the Lake Orion-Oxford game last year.

Play: The ball is on Team B's 35-yard line. Team A forward passes from scrimmage—the pass is completed and the receiver carries it about 15 yards then goes out of bounds. During the pass, a lineman from Team A is offside. After the pass receiver goes out of bounds, there is piling on by a member of Team B.

Answer: Team B has a choice of giving the ball to A where it went out of bounds or accept the penalty of 5 yards from where the ball was put in play. If B accepts the penalty, B must be penalized for piling up (foul between downs). The referee must then penalize A 5 yards (from the 35), placing it on the 40. Immediately following this, he must pace off 15 yards to penalize B for piling on. Therefore the ball would be placed on the 25-yard line with A in possession, first down.

If Team B refuses the penalty, then the ball is brought in from the sidelines and B is penalized 15 yards for piling on (between downs). Team A still would be in possession with a first down coming up.

What choice would you expect your captain to make?

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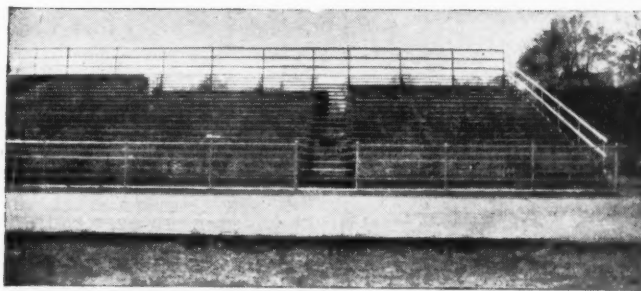
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- **SUCCESSFUL TEACHING IN PHYSICAL EDUCATION** (Second Edition). By Elwood C. Davis and John D. Lawther. Pp. 617. New York: Prentice-Hall, Inc. \$4.75.

THIS refreshing approach to the problem of teaching physical education is predicated on sound philosophic, scientific, psychologic, and sociologic premises stressing the whole personality development of the student.

The authors, both college physical education professors, cover the subject in 22 chapters:

The beginning teacher, practical versus theoretical, the nature of teaching, the purposes of teaching, value concepts in teaching, salesmanship in physical education, program building, community-school relationships, the teacher as a selector of activities, similarities in pupils, differences in pupils, implications of similarities and differences, nature of motor learning, vital factors in pupil learning, anticipation and preparation, class management, class organization and conduct, motivation, method, personal integration, measurement and evaluation of teaching, and self-analysis and improvement.

Originally published in 1941, the book has been revised in accordance with new facts, ideas, and suggestions, based not only on printed materials but on the advice from professional men who have used the text during the past seven years.

The revisions further clarify the problems of human needs and the role of physical education is helping to satisfy these needs through better teaching.

The test items found to be so helpful to students and professional educators have been supplemented. More recent biographical items have been added. The community as a force in teaching has been redefined. Highly technical nomenclature has been further simplified. New principles of teaching have been added. The study of motivation and of discipline has been attacked in new ways, and the national inventory of health and physical fitness before and after World War II, has furnished additional information for changes.

- **SHOLY SEQUENCE SCOREBOOK FOR SIX-MAN FOOTBALL.** Designed by G. I. Sholy. 14 games. Hendrum, Minn.: G. I. Sholy. \$1.50.

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key, he can indicate the type of play, the man making it, and the distance gained or lost in each instance.

There is also room for the line-up of each team and for a statistical summary of the game.

Each scorebook is designed for 14 games, which allows for a regular schedule plus a B-schedule and some intersquad games.

The author, who is superintendent of Hendrum (Minn.) High School, has made an excellent contribution to the game.

● **OXFORD BASKETBALL SCOREBOOK.** Designed by Charles E. Doherty. 28 games. Oxford, Mass.: Charles E. Doherty. \$2.

A DISTINCT departure from the ordinary type scorebook, this graphic game recorder represents a fine advance in the systematic scoring of basketball games.

Here for the first time (as far as we know), is a scorebook which enables you to keep a complete running account of a game. Not just the actual scoring, but the time at which the scores were made; all the substitutions and the time at which they entered the game; assists; all shots taken at the basket; and all take-aways (retrieves and steals).

There are also areas for the line-ups of the teams and complete statistical summaries.

Considering everything it does, this ingenious yet extremely simple scoring system is invaluable both as a scorebook and a scoutbook. It has been enthusiastically endorsed by outstanding coaches, scorers, and athletic administrators.

● **FOOTBALL LINE PLAY (Second Edition).** By Bernard F. Oakes. Pp. 222. Illustrated—photographs and diagrams. New York: A. S. Barnes and Co. \$4.

IN the 16 years this book has been in print, it has become the bible of thousands of line coaches in colleges and high schools. But the author, Bunny Oakes, now head coach at Grinnell College, has always had the itch to bring the book completely up to date. And he has finally done so in this revised edition.

He has tightened up the contents considerably, eliminating superfluous material and some illustrations. In their place he has substituted explanations of such modern innovations as the five-man line, shifting defenses, and new types of line play conducted by the T.

The book is organized into two main sections—offense and defense. Under offense, Bunny presents preliminary exercises, line systems, positions, developing the charge, the center's position and pass, blocking, methods of group blocking, pulling out of the line, catching forward passes, and the play of the line positions.

The section on defense covers tackling, positions, defensive fundamentals, defensive plans, punt defense, and the

(Concluded on page 68)



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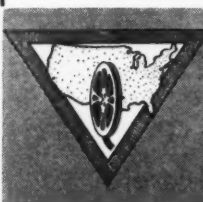
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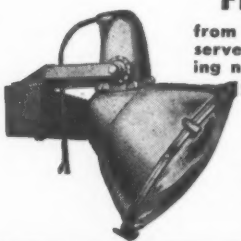


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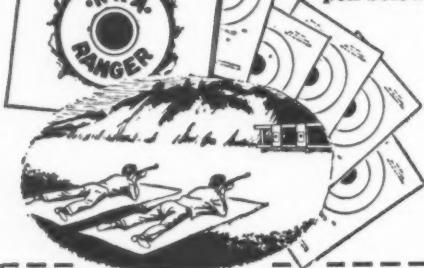
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play of the individual line positions.

All of this technical information is presented clearly and comprehensively, and illustrated with a rich selection of pictures and diagrams. The book should prove a boon as a source for practical methods in coaching line play.

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Two methods are offered for securing the objective data. *The Official Scout and Record Book* uses team charts and requires three observers, who keep records during the game and later transcribe the results on to the master sheet. This furnishes a very comprehensive report on all the game factors that can be measured—both individual and team.

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Electric Basketball Scoreboards

for immediate delivery
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Years of experience in the scoreboard business has made it possible to offer, to you, Electric Scoreboards designed and manufactured to meet the requirements of your gymnasium or playing field. Our new board, the Naden-N-465, is designed for the average high school gymnasium and features the famous Naden "Instant Vue" numbers that can be easily read from any point in the gym. The board contains a precision-built clock with a 30 inch dial constructed of a fully guaranteed translucent material. The indirectly-lighted clock face shows two colors. A white appearance during the actual playing time of the game. When "time out" is called, the stopping of the clock automatically changes the color of the dial to red indicating clearly the "time out" period. Our catalog explains further the features of this board as well as the other famous Naden boards.

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TIME-OUT
Hands rapidly
criss-crossed overhead



SAFETY
Palms together
overhead



**ILLEGAL MOTION
or FORMATION
AT SNAP**
Horizontal arc
with either hand



**OFFSIDE or VIOLATION
OF FREE-KICK RULES**
Hands on hips



HOLDING
Grasping of one wrist
Illegal use of hands or
arms—same signal fol-
lowed by interference
signal



PERSONAL FOUL
Extend right arm to side, palm
down and move up and down



**ILLEGAL FORWARD
PASS**
Waving hands behind
back



**CRAWLING, PUSHING
or HELPING RUNNER**
Pushing movement of hands
to front arms downward

CLIPPING
Slap back of knee
ROUGHING KICKER
Swing leg

Intentional grounding of pass
—Same signal followed by
raised hand flung downward



**TOUCHDOWN or
FIELD GOAL**
Both arms aloft,
held rigid



**INTERFERENCE WITH
FAIR CATCH or
FORWARD PASS**
Pushing hands forward from
shoulder hands vertical



**DELAY OF GAME
or EXCESS
TIME-OUT**
Arms folded



**INCOMPLETE FORWARD PASS;
PENALTY DECLINED; NO PLAY or
NO SCORE**
Hands rapidly criss-crossed
in horizontal plane

Taken From National Federation Football Code

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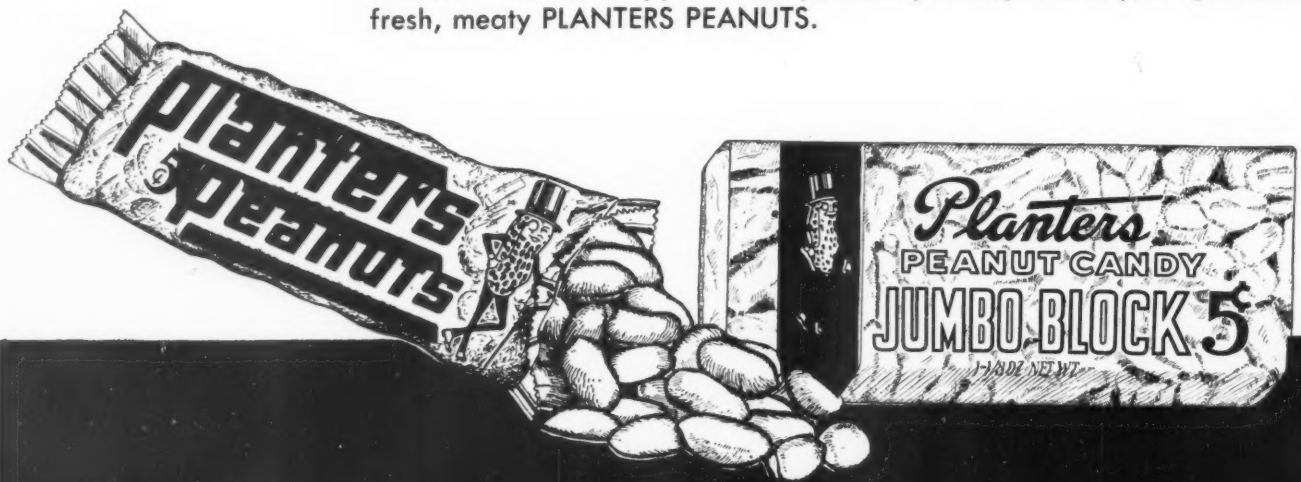


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How many

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- ☐ School Towel Plan

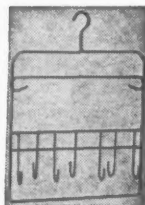
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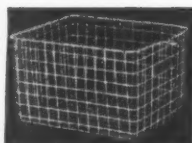
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☐ Information, Acromat-Trampoline
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(Principal, coach, athletic director, physical director)

SCHOOL _____ ENROLLMENT _____

CITY _____ STATE _____

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